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ABSTRACT

This training guide is designed to provide strategies and resources for involving work experience education (WEE) coordinators and special educators in the cooperative development and improvement of WEE for students with exceptional needs. Addressed in the guide are the following topics: an overview of the training program, why students with exceptional needs need WEE, laws and regulations governing WEE, the vocational assessment process, work experience training, the employment phase of WEE, what happens to WEE students with exceptional needs after they graduate, issues and considerations in implementing WEE, cooperative WEE, curriculum supporting WEE, community action, and a plan of action. Each section contains trainer's notes, background information pertaining to key concepts to be covered, and resources. Also provided are a needs survey and a course content outline. (A companion discussion of issues in WEE for students with exceptional needs is available separately--see note.) (MN)

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TRAINER'S GUIDE
for
STUDENTS WITH EXCEPTIONAL NEEDS
IN
WORK EXPERIENCE EDUCATION PROGRAMS

Developed by:

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Patricia Dougan

a cooperative effort of the
Regional Resource Center West
and the
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Office of Special Education

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STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION: A TRAINING GUIDE

GOAL

The Training Guide is designed to provide strategies and resources for involving work experience education coordinators and special educators in the cooperative development and improvement of work experience education for students with exceptional needs.

THE ROLE OF THE TRAINING TEAM

This training is designed to be presented by a training team composed of a work experience education coordinator and a special education trainer. The training team plays a key role in assuring the success of the training session.

A good training team will establish a supportive, open climate in which the ideas and concerns of both special educators and work experience coordinators are expressed.

The trainers should take the time to address some of the specific concerns of the participants, balancing individual needs with the demands of the activities. If a participant asks a specific question that would require considerable time to answer and is not within the scope of the activity, the trainers may refer the participant to appropriate resource materials or persons.

Whenever possible, the team will relate the personal experiences and expertise of the coordinators and special educators to the key concepts outlined in the training strategies.

STRUCTURE OF THE TRAINING GUIDE

To ensure the maximum effectiveness of the training, a "Needs Survey" has been developed and included in the Training Guide. Prior to the training, the trainer should arrange for participants to complete and return the survey. The training team should strive to assess and meet the needs identified in the survey.

To assist the trainers in the selection of training topics and strategies a "Content Outline" is provided. The Content Outline is a summary of the topics, outcomes, training strategies, and materials which are contained in the Training Guide. Both the Needs Survey and the Content Outline are located in this section entitled, Training Guide Overview.

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION: A TRAINING GUIDE

The Training Guide consists of twelve topics. Each topic contains the following sections:

- Trainer's Notes
- Key Concepts
- Resources

TRAINER'S NOTES

The "Trainer's Notes" section includes a "Summary" sheet and "Training Strategies" sheets.

A "Summary" sheet summarizes the outcomes, key points, and training strategies which are included in that particular topic.

Each topic contains from one to four training strategies. Each strategy offers one of three levels of learning opportunities. The levels include awareness, knowledge, and skills practice. The training team is not expected to present all of the topics or strategies included in the Training Guide. Numerous topics, as well as multiple strategies for presenting the topics have been included to offer the training team flexibility in designing a training session(s).

A "Training Strategy" sheet(s) outlines the procedures to follow, the required materials, and the estimated time needed to complete the strategy. The strategies include large group presentations as well as small group activities.

Master copies of worksheets or directions needed for a small group activity are included with the strategy.

A series of camera ready copies of overhead transparencies accompany each presentation strategy. Overheads (O.H.) are numbered and correspond to numbered cues within the "Key Concepts."

KEY CONCEPTS

"Key Concepts" provide background information which the trainer may condense or expand to meet the needs of the group.

NOTE: Throughout the Key Concepts reference is made to an appendix. The appendices referred to are located in the Students with Exceptional Needs in Work Experience: Issues. This document is distributed to participants during the Introduction session. A copy of the document is located in Topic I - Resources.

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RESOURCES

The "Resources" section contains a copy of each of the resource handouts that pertain to that topic. Although resource materials have not been collected for each topic, a resource section has been designed to include any additional resources that the trainer gathers.

USING THE TRAINING GUIDE

The materials contained in the Training Guide may be presented in a variety of ways. Alternative training strategies have been developed to provide the trainer with flexibility in designing the session. The design of the training is determined by the trainers' preferred training style. The Key Concepts, included for each topic, can be presented through large group presentation, small group activities, or a combination of both.

The content of the training can be tailored to meet the needs of the identified participants. The trainers can accomplish this task by completing the following steps:

- Review the completed Needs Surveys.
- Select the outcomes, listed in the "Content Outline," which match the identified needs.
- Review the training strategies which have been designed to accomplish the selected outcomes.
- Select the training strategies.
- Prepare the presentations or materials needed for the selected strategies.

The training team should read the directions for each strategy carefully prior to the presentation. Methods and procedures vary from strategy to strategy.

It is anticipated that trainers will make additions to and changes in particular strategies to reflect the local situations or to better meet the needs of a particular group.

Although the content of the training session will vary, three topics should be included in all sessions. Topic I, an introduction which presents the purpose and anticipated outcomes should begin each session. Topic II, which presents a rationale for including students with exceptional needs in work experience education should follow. The training should conclude with an opportunity for participants to complete an Action Plan.

The trainer should determine the final agenda upon review of the material and consideration of the target audience. Sessions can range from two hours to two full days. Breaks and time for evaluating the session(s) should be included. Sample agendas have been developed to illustrate the variety of

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION: A TRAINING GUIDE

sessions which are possible. These agendas are located in this section - Overview.

It is strongly recommended that the participants attend the training as part of a team. The team may be composed of a special educator and a work experience education coordinator, who works with both regular and special education students or a special educator and a work experience education specialist, who works with special education students exclusively. Many of the activities have been specifically designed for teams.

It is not to be expected that all participants will develop a perfect understanding of the materials presented in the Training Guide. The training team should strive to improve the individual coordinator's or special educator's understanding of the importance of including students with exceptional needs in work experience education.

Folders which contain all the resource materials included in the Training Guide have been compiled by and are available through the Resource Services Center. Each training team should receive enough folders for participants. The training team should provide participants with these folders containing the resource materials during the introduction to the training.

Ordering or purchasing additional resources as supplementary materials is recommended. The name and address of the publisher is included on each of the resource materials.

EVALUATION

An evaluation is completed by the participants at the close of the session. This evaluation provides the trainer with a means of assessing the degree to which the anticipated outcomes of the training have been met.

NEEDS SURVEY

Return By ______________

To: ______________

____

____

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION

A NEEDS SURVEY

Name ______________________________ Date ______________

School Representing ______________________ Phone ( ) ______________

My Role Is:
- — Resource Specialist
- — Special Day Class teacher
- — Work Experience Education Coordinator
- — Work Experience Specialist (Special Education Only)
- — Other (Explain) ______________________________

____

IN ORDER THAT THE TRAINING BE STRUCTURED TO FULLY MEET THE NEEDS OF THE PARTICIPANTS PLEASE COMPLETE THE FOLLOWING INFORMATION.

Listed Below are Tasks Which Might be Performed in working with Special Needs Students	To What Degree has This Activity Been Implemented in Your Educational Setting					As a Local Educator Working with or Planning to Work with Special Needs Students, Do You Feel You Need to Know More About This Task?				
	Not At All		Some		A Great Deal	No		Yes, Some More		Yes, Much More
PROGRAM PLANNING AND EVALUATION										
1. Identify and Use Community Resources in Planning Programs and Services.	1	2	3	4	5	1	2	3	4	5
2. Establish and/or Use Program Advisory Committees.	1	2	3	4	5	1	2	3	4	5
3. Identify and Develop Job Sites in the Community.	1	2	3	4	5	1	2	3	4	5
4. Obtain Follow-up on Students with Exceptional Needs Leaving or Graduating from the School Program.	1	2	3	4	5	1	2	3	4	5

Listed Below are Tasks Which Might be Performed in Working with Special Needs Students	To What Degree has This Activity Been Implemented in Your Educational Setting					As a Local Educator Working with or Planning to Work with Special Needs Students, Do You Feel You Need to Know More About This Task?				
	Not At All		Some		A Great Deal	No		Yes, Some More		Yes, Much More
STUDENT ASSESSMENT										
1. Analyze Students Occupational Interests and Aptitudes.	1	2	3	4	5	1	2	3	4	5
2. Develop or Obtain Appropriate Assessment Methods.	1	2	3	4	5	1	2	3	4	5
3. Collaborate with Others in Developing an Individualized Educational Plan.	1	2	3	4	5	1	2	3	4	5
4. Refer Students to Outside Support Services During Schooling.	1	2	3	4	5	1	2	3	4	5
5. Refer Students to Outside Support Services to Follow Graduation.	1	2	3	4	5	1	2	3	4	5
IMPLEMENT PROGRAMS										
1. Coordinate Vocational Planning with Program Areas.	1	2	3	4	5	1	2	3	4	5
2. Use Diagnostic and Prescriptive Assessment Techniques for Planning Instruction.	1	2	3	4	5	1	2	3	4	5
3. Develop Individual Performance Goals and Objectives.	1	2	3	4	5	1	2	3	4	5
4. Obtain or Modify Instructional Materials Appropriate for Different Students with Exceptional Needs.	1	2	3	4	5	1	2	3	4	5
5. Modify When Necessary the Tools, Equipment, Facilities, or Conditions in the Learning Environment.	1	2	3	4	5	1	2	3	4	5
6. Plan and Coordinate Off-Campus Work.	1	2	3	4	5	1	2	3	4	5
7. Supervise Students in Off-Site Job Placements.	1	2	3	4	5	1	2	3	4	5

Listed Below are Tasks Which Might be Performed in Working with Special Needs Students	To What Degree has This Activity Been Implemented in Your Educational Setting					As a Local Educator Working with or Planning to Work with Special Needs Students, Do You Feel You Need to Know More About This Task?				
	Not At All		Some		A Great Deal	No		Yes, Some More		Yes, Much More
8. Plan and Coordinate On-Campus Work.	1	2	3	4	5	1	2	3	4	5
9. Supervise Students in On-Campus Job Placements.	1	2	3	4	5	1	2	3	4	5
GUIDENESS/PLACEMENT										
1. Provide Career Counseling and Placement.	1	2	3	4	5	1	2	3	4	5
2. Provide Personal Counseling.	1	2	3	4	5	1	2	3	4	5
3. Provide Work Adjustment Counseling.	1	2	3	4	5	1	2	3	4	5
4. Develop and Use Simulated Job Application and Interview Procedures.	1	2	3	4	5	1	2	3	4	5
5. Train Employers and Supervisors to Work Effectively with Students with Exceptional Needs on the Job.	1	2	3	4	5	1	2	3	4	5
6. Provide and Receive Information from Parents of Students with Exceptional Needs.	1	2	3	4	5	1	2	3	4	5

THANK YOU!

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION

TOPIC	OUTCOMES	STRATEGIES	TIME Minutes	MATERIALS
I. Introduction	Participants will: • become acquainted. • increase their understanding of the purpose and anticipated outcomes of the training session.	A. • Presentation - Purpose and Outcomes of the Training (Required) B. • Warm-up activity - Hello C. • Warm-up activity - Work Experiences	30 20-25 20-25	A. • Agenda for each participant • Overhead transparencies Purpose - O.H. I-A-1 Anticipated Outcomes - O.H. I-A-2 • Resource Handouts Work Experience Education: A Handbook for California Secondary Schools - H.O. I-A-1 Students with Exceptional Needs in Work Experience Education: Issues - H.O. I-A-2 Folder of Resource Materials B. • Worksheets with interview topics listed (optional) C. • One "Work Experiences" booklet for each participant - H.O. I-C
II. Students with Exceptional Needs in Work Experience Education - Why?	Participants will: • increase their awareness of the importance of work experience programs as an educational opportunity for students with exceptional needs.	A. • Presentation B. • Brainstorming Activity C. • Film - "Where There's a Will - There's a Way"	20 20-30 40	A. • Key Concepts • Overhead Transparency Career Development Continuum - O.H. II-A B. • Chart paper and markers • Key Concepts C. • Film - "Where There's a Will - There's a Way" 16mm, 30 minutes (available through the Special Education Resource Network in each region)
III. Laws and Regulations Governing Work Experience Education	Participants will: • increase their awareness of current laws and regulations affecting WEE programs, with the emphasis on students with exceptional needs.	A. • Presentation	30-45	A. • Key Concepts • Overhead Transparency Legislation - O.H. III-A

TOPIC	OUTCOMES	STRATEGIES	TIME Minutes	MATERIALS
III.		B. • Learn and Practice Opportunity - Work Experience Education and the Law	40-60	B. • Overhead Transparency Legal Considerations of Work Experience Education - O.H. III-B • Handouts Case Study - Frank Fisk (training Sample) - H.O. III-B-1 Activity Directions - H.O. III-B-2 Legal Considerations Worksheet - H.O. III-B-3 Case Study 1 - H.O. III-B-4 Case Study 2 - H.O. III-B-5 Case Study 3 - H.O. III-B-6 Answer Sheet-Case Study 1-H.O. III-B-7 Answer Sheet-Case Study 2-H.O. III-B-8 Answer Sheet-Case Study 3-H.O. III-B-9
IV. Vocational Assessment Process	Participants will: • increase their understanding of selected assessments of a student's vocational interests and abilities.	A. • Presentation	20-30	A. • Key Concepts • Overhead Transparencies Assessment Map - O.H. IV-A-1 Assessment Review Chart - O.H. IV-A-2 • Samples of Assessments NOTE: The trainer provides and discusses 2-5 assessment samples. • Resource Handouts Career Assessment Center - H.O. IV-A-1 Occupational Assessment Handbook - H.O. IV-A-2 Vocational Assessment Bibliography - H.O. IV-A-3
		B. • Demonstration of informal and formal assessments of a student	30-40	B. • Samples of Assessments NOTE: The trainer or vocational evaluator provides examples of assessments. • Resource Handouts (same as listed under Strategy A) Career Assessment Centers Occupational Assessment Handbook Vocational Assessment Annotated Bibliography

TOPIC	OUTCOMES	STRATEGIES	TIME	MATERIALS
V. Work Experience Training	Participants will: • increase their understanding of a process for developing and implementing a work experience training program	A. • Presentation	Minutes 20-30	A. • Key Concepts • Overhead Transparencies Developing Work Training Station - Information Given - O.H. V-A-1 Developing Work Training Station - Information Acquired - O.H. V-A-2 Student Placement - O.H. V-A-3 • Resource Handouts The Education/Work Connection - H.O. V-A
		B. • Role Play - Job Placement	20-30	B. • Key Concepts • Trainer developed discussion • Chart paper, markers
		C. • Brainstorming, recording, and presenting ideas/techniques which address one or more of the key points	20-30	C. • Key Concepts • Chart with list of Work Experience Education topics • Chart paper, markers
		D. • Role Play - Work Site Visitation	40	D. • One set of Activity Materials for each group containing: - Activity Directions - H.O. V-D-1 - Observer's Checklist - H.O. V-D-2 - Student Description - H.O. V-D-3 - Work Site Visitation, Situation A - H.O. V-D-4 or Situation B - H.O. V-D-5 or Situation C - H.O. V-D-6
VI. Employment	Participants will: • increase their knowledge of the employment phase • learn and practice a system for developing and recording potential employment sites	A. • Presentation	20-30	A. • Key Concepts • Overhead Transparencies Where Do I Look - O.H. VI-A-1 What Organizations Can Help? - O.H. VI-A-2 Tips on Effective Job Development - O.H. VI-A-3

TOPIC	OUTCOMES	STRATEGIES	TIME Minutes	MATERIALS
VI.		B. • Brainstorming Activity	20-30	B. • Overhead Transparency Brainstorming - O.H. VI-B • Chart paper, markers • Key Concepts
		C. • Learn and Practice Opportunity - Identify and Inventory Employment Sites	20-30	C. • Overhead Transparency Employment Site Data Card - O.H. VI-C • Local telephone books • Local Chamber of Commerce Business Directories • Package of 5 x 8 index cards
VII. What Happens After Graduation?	Participants will: • increase their understanding of the importance of networking with other agencies, organizations, and schools to support the student's transition from school to the community	A. • Presentation	20-30	A. • Overhead Transparency Planning Individual Support Systems - O.H. VII-A • Key Concepts
		B. • Panel Presentation by Representatives of Community Service Agencies	30-40	B. • Pamphlets, brochures if available from the various agencies, schools, and organizations • Key Concepts
VIII. Issues and Considerations in Implementing Work Experience Education	Participants will: • increase their understanding of the concerns, issues, or barriers related to participation of students with exceptional needs in work experience education	A. • Presentation	20	A. • Key Concepts • Overhead Transparency or Chart paper and markers
		B. • Activity - Analysis of Issues and Considerations	40-50	B. • Activity Directions - H.O. VIII-B • Chart paper and markers

TOPIC	OUTCOMES	STRATEGIES	TIME Minutes	MATERIALS
IX. Cooperative Work Experience Education	Participants will: • clarify their understanding of the responsibilities of the Work Experience Education coordinator and the Special Educator in developing and implementing a cooperative work experience program	A. • Presentation	20-30	A. • Key Concepts • Overhead Transparencies Parent Support - O.H. IX-A-1 Cooperative Efforts - O.H. IX-A-2
		B. • Role Clarification Activity - Level of Responsibility	40-50	B. • Levels of Responsibility - Activity Directions - H.O. IX-B-1 • Levels of Responsibility - Worksheet - H.O. IX-B-2 • Overhead Transparency or Chart paper and markers
X. Curriculum Supporting Work Experience Education	Participants will: • increase their knowledge of statewide resource networks for developing, improving, and adapting curriculum supporting work experience education	A. • Resource Sharing Session	45	A. • Key Concepts • Key Points of Resource - Handouts • Resource Handouts Sharing Educational Success through Replication - H.O. X-A-1 Sharing Educational Success - H.O. X-A-2 Puzzled About Educating Special Needs Students? - H.O. X-A-3 1982 Vocational Materials - H.O. X-A-4 A Slice of Life - H.O. X-A-5 Project Worth - H.O. X-A-6 Whatever it Takes - H.O. X-A-7 Reference List: Vocational Education, Career Education, Special Education - H.O. X-A-8 California Career Education Dissemination Catalogue H.O. X-A-9 V.O.I.C.E. - H.O. X-A-10

TOPIC	OUTCOMES	STRATEGIES	TIME Minutes	MATERIALS
XI. Community Action	Participants will: • assess the adequacy of the resource linkage between the school and the community • increase their knowledge of four areas of community support • identify and inventory community resources	A. • Presentation	15-20	A. • Key Concepts • Overhead Transparency Community Resources and the Special Needs Learner - O.H. XI-A • Resource Handout - Informational Directory to Services Within the Departments of Education and Rehabilitation - H.O. XI-A
		B. • Learn and Practice Opportunity: "Inventory of School/District Support and Service to Vocational Education of the Handicapped"	20	B. • Handout "Inventory of School/District Support and Service to Vocational Education of Handicapped Students" - H.O. XI-B
		C. • Learn and Practice Opportunity: "Identify and Inventory Community Resources for Work Experience Education"	20-30	C. • Handout Community Resource Inventory for Work Experience Education - H.O. XI-C • Telephone Book - yellow pages (optional) • Chamber of Commerce Directory (optional)
XII. Action Plan	Participants will: • formulate an Action Plan to be implemented in the school or community setting as a Work Experience Education Coordinator/Special Educator Team	A. • Presentation with a Small Group Activity	50-60	A. • Key Concepts • Overhead Transparencies Barriers to Training and Employment - O.H. XII-A-1 Action Plan - O.H. XII-A-2 • Handouts Action Plan - H.O. XII-A

SAMPLE AGENDA

Approximately 2 Hours

IDENTIFIED NEED(S):

1. Identify and develop job sites in the community.

INTRODUCTION:	30 minutes
Warm-up Activity Purpose/Anticipated Outcomes	
PRESENTATION:	20 minutes
"Students with Exceptional Needs in Work Experience Education - Why?"	
BRAINSTORMING ACTIVITY:	30 minutes
Techniques for Identifying and Developing Work Training Sites	
ACTION PLAN	40 minutes

SAMPLE AGENDA

Approximately 4 Hours

IDENTIFIED NEEDS:

1. Identify and use community resources in planning programs and services.
2. Collaborate with others in developing an IEP.

INTRODUCTION:	40 minutes
Warm-up Activity Purpose/Anticipated Outcomes	
PRESENTATION:	20 minutes
"Students with Exceptional Needs in Work Experience Education - Why?"	
ROLE CLARIFICATION ACTIVITY:	50 minutes
"Level of Responsibility"	
LEARN AND PRACTICE OPPORTUNITY:	30 minutes
"Identify and Inventory Community Resources for Work Experience Education"	
ACTION PLAN	50 minutes

SAMPLE AGENDA

Approximately 6 hours

IDENTIFIED NEEDS:

1. Obtain follow-up on students with exceptional needs leaving or graduating from the school program.
2. Analyze students occupational interests and aptitudes.
3. Obtain or modify instructional materials appropriate for students with exceptional needs.

INTRODUCTION: 30 minutes

Warm-up Activity

Purpose/Anticipated Outcomes

PRESENTATION: 20 minutes

"Students with Exceptional Needs in Work Experience Education - Why?"

DEMONSTRATION: 40 minutes

"Informal and Formal Assessments of a Student's Vocational Interests and Abilities"

LUNCH

RESOURCE SHARING SESSION: 45 minutes

"Curriculum Supporting Work Experience Education"

PANEL PRESENTATION: 40 minutes

"What Happens After Graduation?"

ACTION PLAN 60 minutes

INTRODUCTION

OUTCOMES:

Participants will become acquainted.

Participants will increase their understanding of the purpose and anticipated outcomes of the training session.

SUGGESTED LEAD TRAINER: Special Education Trainer

STRATEGIES:

The purpose of Introduction, Topic I, is to enable participants to get acquainted; to learn the purpose and anticipated outcomes of the training; to review the agenda; the Work Experience Education: A Handbook for California Secondary Students; and the Students with Exceptional Needs in Work Experience Education: Issues.

COMMENTS:

Always begin the introduction to the training with Topic I - Strategy A. This strategy focuses the participants on the purpose and anticipated outcomes of the training. It also provides participants with the time to look through the work experience education handbook and the special education issues paper mentioned earlier.

Following this activity, the participants should complete a warm-up activity. Trainers can select a warm-up activity from Strategy B or C or present an activity with which they are already familiar. Whatever the choice, it is good practice to relate the warm-up activity to the content of the training.

Strategy A:	Presentation - Purpose and Outcomes of the Training (required)
Strategy B:	Warm-up activity - Hello
Strategy C:	Warm-up activity - Work Experiences

INTRODUCTION

STRATEGY A: Presentation - Purpose and Anticipated Outcomes of the Training

PROCESS:

1. The trainer reviews the Agenda, and explains that the training requires an exchange of ideas and information between individuals and groups.
2. The trainer lists the anticipated outcomes on the overhead transparency provided. The trainer presents the title/goal and anticipated outcomes of the training.
3. The trainer distributes the following:
   - Work Experience Education: A Handbook for California Secondary Schools - H.O. I-A-1
   - Students with Exceptional Needs in Work Experience Education: Issues - H.O. I-A-2
   - Folder of Resource Materials
4. Trainer asks participants to use the next 10-15 minutes reviewing and discussing the materials in the Handbook and Issues Paper.
   - Students with Exceptional Needs in Work Experience Education: Issues

     A brief overview of issues and resources is provided to facilitate enrollment of students with exceptional needs in work experience education. This was compiled for this training and many of the key concepts are from this resource.
   - Work Experience Education: A Handbook for California Secondary Schools

     This handbook was prepared by the California Association of Work Experience Educators (CAWEE) and staff of the State Department of Education. It is designed to meet the needs of all persons charged with the responsibility of operating work experience education programs in all parts of the state. It is periodically revised (a current revision is in the back of the handout). Two new sections will be added in the near future: class related instruction and special education.

INTRODUCTION

NOTE: Resource Materials

Tell participants that you will be referring to and answering questions about the resource materials throughout the training.

MATERIALS:

- Agenda for each participant
- Overhead Transparencies

  Training Title and Goal - O.H. I-A-1
  Anticipated Outcomes - O.H. I-A-2
- Resource Handouts

  Work Experience Education: A Handbook for California Secondary Schools - H.O. I-A-1
  Students with Exceptional Needs in Work Experience: Issues - H.O. I-A-2
  Folder of Resource Materials

TIME: 30 minutes.

OH-I-C-1

STUDENTS WITH EXCEPTIONAL NEEDS
WORK EXPERIENCE EDUCATION

THE GOAL OF THIS TRAINING SESSION IS TO INVOLVE WORK EXPERIENCE EDUCATION COORDINATORS AND SPECIAL EDUCATORS IN THE COOPERATIVE DEVELOPMENT AND IMPROVEMENT OF WORK EXPERIENCE EDUCATION FOR STUDENTS WITH EXCEPTIONAL NEEDS.

ANTICIPATED OUTCOMES

AS A RESULT OF PARTICIPATING IN THIS TRAINING SESSION, WORK EXPERIENCE EDUCATION COORDINATORS AND SPECIAL EDUCATORS WILL:

-
-
-
-

INTRODUCTION

STRATEGY B: Warm-up activity - "Hello"

PROCESS:

1. Trainer welcomes the participants, introduces self and co-trainer, and presents the activity as an opportunity for participants to become acquainted.

2. Trainer and each person to choose a partner. The trainer encourages participants to choose a person they do not know.

3. Trainer asks each participant to interview his/her partner for three minutes. The interview should include questions about hobbies, interests, and work experiences which have been the most and least rewarding and why.

4. After three minutes, the trainer asks participants to switch roles. Following the exchange of information, each person introduces his/her partner to the large group, sharing information from the interview.

MATERIALS:

- Worksheet with interview topics listed (optional)

TIME: 20-25 minutes.

INTRODUCTION

STRATEGY C: Warm-up activity - Work Experiences

PROCESS:

1. Trainer welcomes the participants, introduces herself and co-trainer, and presents the activity as an opportunity for participants to learn about one another.

2. Trainer instructs participants to arrange themselves standing in two lines facing each other, with a comfortable distance between them. If there is an odd number of participants, one takes the position at the head of the two lines.

Even Number	Odd Number	
X X X X	X X X X	
		X
X X X X	X X X X	

3. Trainer distributes a Work Experiences booklet to each participant and tells them that the activity consists of a series of paired conversations. Each pair will introduce themselves and share one topic (one page of the booklet) for at least two minutes.

4. Each member will then move one place to the left, turn the page, and share the next topic with a new partner. The activity will continue until each participant has shared with every other participant.

5. If there is an even number, one person must remain in the same place while the rest of the participants rotate. This person shares in the dialog with the person across from him.

6. Trainer tells participants to open booklets to page 1, introduce themselves, and begin the first round of sharing.

   Trainer (or the odd numbered participant) calls time for each round and instructs members to turn the page and move to a new partner.

7. When all have shared with each other, the trainer assembles the group and leads a discussion of the experience. Trainers may focus the discussion on items such as:

INTRODUCTION

DEBRIEFING:

A. Was it easy or difficult to share the topic? (on a scale of one to ten).

B. What did you think about the activity?

C. What did you learn from the experience?

If the group had an odd number of participants, they can be asked to comment on what they observed during their inactive rounds.

VARIATION:

1. The booklet can be used exclusively with pairs.
2. If there are fewer participants than topics, participants can be instructed to pair off with their last partner in the cycle and continue sharing the remaining topics.
3. The content of the booklet can be expanded or edited to fit the purposes of the group.

MATERIALS:

- One "Work Experiences" booklet for each participant - H.O. I-C (The booklet should be reproduced so that participants are presented statements one at a time.)

TIME: 20-25 minutes.

WORK EXPERIENCES

INSTRUCTIONS:

WITH EACH NEW PARTNER, TURN TO A NEW PAGE IN THIS BOOKLET AND TAKE TURNS SHARING THE TOPIC PRINTED THERE. DO NOT SKIP PAGES. DO NOT LOOK AHEAD IN THIS BOOKLET.

MY FIRST EXPERIENCE WITH WORK WAS ....

ONE OF THE MOST PRODUCTIVE JOBS I HAVE HAD ....

THE BIGGEST PROBLEM WITH OUR ECONOMY IS ....

STUDENTS WOULD BE MORE EMPLOYABLE IF ....

WORK EXPERIENCE EDUCATION PROVIDES ....

IF I COULD CHANGE MY VOCATION (JOB), I WOULD ....

PARAPHASE YOUR PARTNER'S RESPONSE:
"WHAT I HEAR YOU SAYING IS ...."

IF I RETIRE, I PLAN TO ....

ONE THING I EXPECT TO LEARN IN THIS TRAINING SESSION IS .....

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

OUTCOME:

Participants will increase their awareness of the importance of work experience programs as an educational opportunity for students with exceptional needs.

SUGGESTED LEAD TRAINER: Work Experience Education Coordinator

STRATEGIES:

The key points included in the topic, Students with Exceptional Needs in Work Experience Education - Why? are:

- Explanation of work experience education
- Benefits of work experience education for the student, school, employer, and the community

Training strategies which can be presented separately or in combination include:

Strategy A: Presentation - Students with Exceptional Needs in Work Experience Education - Why?

Strategy B: Brainstorming Activity

Strategy C: Film - "Where There's a Will - There's a Way"

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

STRATEGY A: Presentation

PROCESS:

1. The trainer reviews the information provided in "Key Concepts" and develops a presentation, highlighting key points with the overhead transparency.

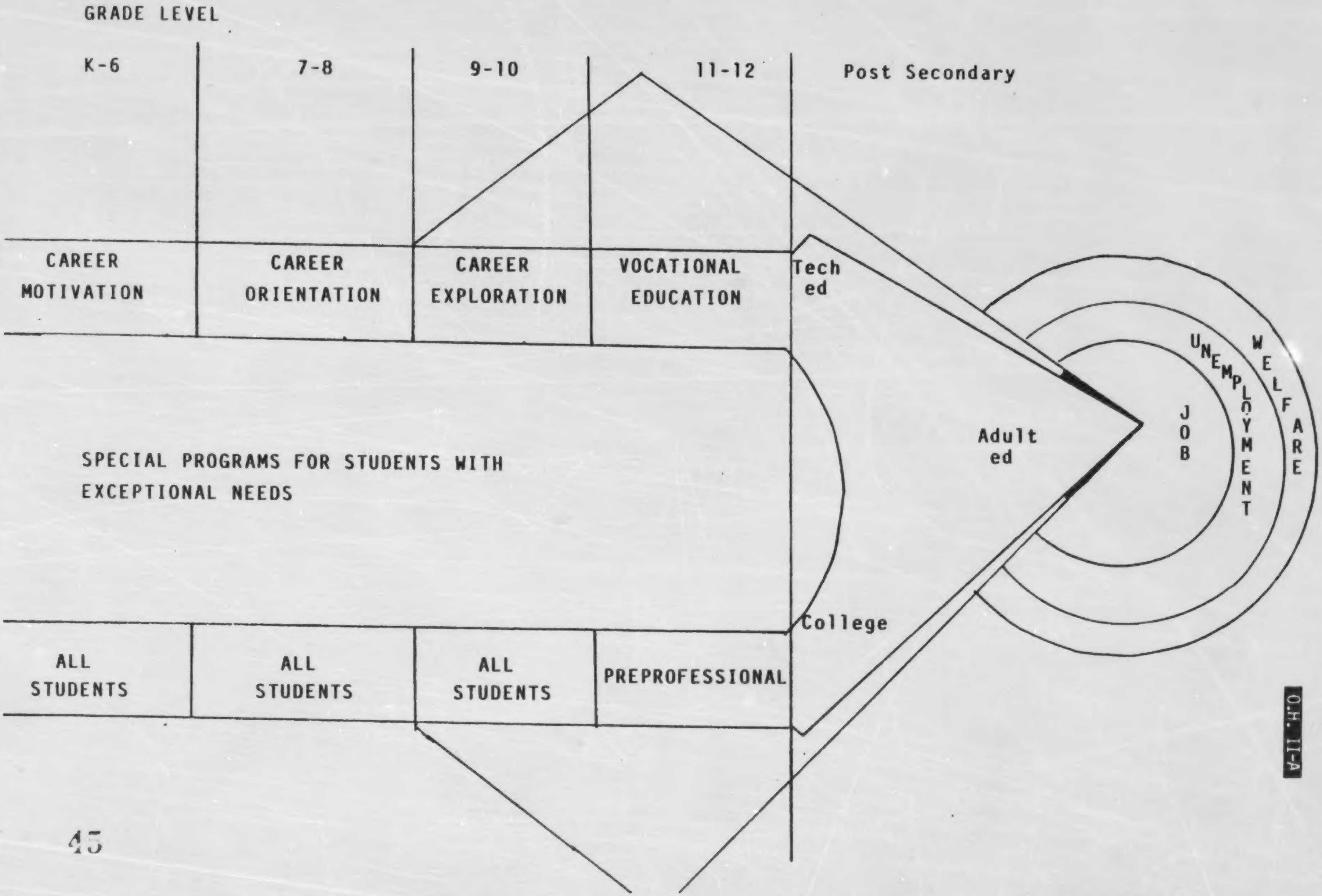
2. Throughout the presentation, participants are encouraged to discuss the benefits of student participation in work experience education for student, school, community, and employer.

3. Co-trainer can summarize the comments of the group on chart paper or overhead transparency.

MATERIALS:

- Overhead Transparency
  Career Development Continuum - O.H. II-A
- Key Concepts

TIME: 20 minutes.


GRADE LEVEL
K-6
7-8
9-10
11-12
Post Secondary
CAREER MOTIVATION
CAREER ORIENTATION
CAREER EXPLORATION
VOCATIONAL EDUCATION
Tech ed
SPECIAL PROGRAMS FOR STUDENTS WITH EXCEPTIONAL NEEDS
Adult ed
JOB
UNEMPLOYMENT
WELFARE
College
ALL STUDENTS
ALL STUDENTS
ALL STUDENTS
PREPROFESSIONAL

O.H. II-A

Source: Career Development Service, Division of Vocational Education, Ohio Department of Education, Ohio's Career Development Continuum (Columbus, Ohio).

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

STRATEGY B: Brainstorming

PROCESS:

1. The trainer introduces the activity by asking and writing the following question on the board/chart paper:

   "What are the benefits of work experience education
   to the student, to the school, to the employer,
   to the community?"

2. Trainer asks participants to form small groups, brainstorm, and record the benefits of work experience education.

3. Trainer debriefs activity by asking each group to report the results of the brainstorming.

4. Trainer leads a discussion of the benefits to the student, etc. The "Key Concepts," which include a description of benefits, can assist the trainer with this discussion.

MATERIALS:

- Chart paper and markers for each group
- Key Concepts

TIME: 20-30 minutes.

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

STRATEGY C: Film

PROCESS:

1. Prior to the training session, the trainer would obtain and review the film, "Where There's a Will - There's a Way."
2. The trainer introduces the film by stating: "We would like you to view the film Where There's a Will - There's a Way˙ which features different approaches to providing career training and employment experiences for students with exceptional needs."
3. Once the film has been viewed, the trainer leads a discussion of the different approaches presented in the film and the benefits to the student, school, and the community of involving students with exceptional needs in work experiences.

MATERIALS:

- Film - "Where There's a Will - There's a Way," 16mm, 30 minutes (available through the Special Education Resource Network office in each region)

TIME: 40 minutes.

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

MATERIALS

TEXT

Every Work Experience Education program in California can include students with exceptional needs. A Work Experience Education program may be handled by a special educator, regular work experience education staff, or a WEE specialist. Further mainstreaming must be a primary goal of all WEE programs, regardless of current structure.

Who are Students with Exceptional Needs?

Handout I-C-2

A person with exceptional needs is anyone who: (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; (3) is regarded as having an impairment. A glossary of handicapping conditions and educational terms is included in the Issues handout, Appendix B.

What is Work Experience Education?

Overhead II-A

Work experience education is a term that generally describes all types of programs in which young people in high school participate in work activities while attending school concurrently or alternately. These programs are classified as (1) exploratory or work training, (2) vocational, or (3) general. (These programs are described in a later Topic section.) Work experience education is thus a program of part-time work and part-time study which encompasses any occupation in which it is possible to legally and practically place students.

Other terms which are used to designate programs which are essentially like the work experience education program are:

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

MATERIALS

TEXT

1. Cooperative work-study program
2. Work study
3. Cooperative occupational training
4. Cooperative vocational education
5. Occupational work experience
6. Cooperative education
7. Cooperative training program
8. Vocational cooperative education
9. Occupational and vocational training program
10. Diversified cooperative training program
11. Work-training program

Work experience education, by whatever name, is a cooperative effort by the school and the community which provides opportunities for students to discover their career interests and aptitudes by doing real work. The entire business community becomes a learning laboratory. Equipment worth millions of dollars is used by students participating in work experience education -- equipment that few school districts could afford.

Benefits of Work Experience Education

While work experience education is provided primarily for the benefit of students, there are also benefits to the school in general, to the employer, and to the community. They may be described as follows:

Benefits to Students

1. Train to assume responsibility
2. Gain knowledge, attitudes necessary for successful job performance
3. Acquire good work habits
4. Earn necessary funds

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

MATERIALS

TEXT

5. Train how to get along with fellow workers and employers
6. Discover the relationship between education and job success
7. Broaden their knowledge of the occupational world

Benefits to the School

1. Provides an opportunity to relate academic training to job requirements
2. Utilizes many community facilities and resources for training purposes, thus making it possible for the schools to provide training in fields the school program could not otherwise serve
3. Increases the school's ability to hold students in school for a longer period of time
4. Provides assistance in occupational guidance
5. Provides direct avenue through which the school can meet community needs
6. Develops good community-school relations

Benefits to the Employer

1. Provides a pool of part-time workers through which he may select permanent employees at a later date
2. Provides an opportunity for the employer to refine and validate his own training methods
3. Provides the employer with employees who are receiving additional training through class-related instruction at school -- training desired but not warranted or possible on the job
4. Serves as a training program for prospective employers

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

MATERIALS

TEXT

5. Reduces turnover because the employees have become adjusted to the job before they accept full-time employment.

Benefits to the Community

The impact of work experience education on the community, the state, and the nation, has not been fully appreciated; and its potential has been unjustly underestimated. The estrangement of many young people from the mores and values of the larger society may be traced to their inability to achieve a positive, productive, wage-earning role until too late in their development. Henry Tyler (Bulletin of California State Department of Education, Vol. 25, No. 3, c1956) says that:

> Because of the lack of knowledge concerning work activities that result from these circumstances, the youth of today lack understanding as to the education and aptitude necessary for entrance into various careers and as to the time that must be spent in advance in preparing for them.
>
> In consequence, just when the energy output of adolescents is at a peak, they have few constructive and socially approved opportunities to use their energies. Youth often feel left out, insecure, and rejected; and these feelings, in turn, produce aggressive and anti-social behavior.

The community benefits because work experience education:

1. Increases the source of trained workers who will draw higher pay and become more stable
2. Improves cooperation between school and community

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

MATERIALS

TEXT

3. Increases chances that young people will remain in the community after graduation.

Work experience education is open to all students, and some who have the greatest need for job training and education are students with exceptional needs. The WEE coordinator will quickly become aware that most county, state, or federal agencies that serve to train and counsel these students do not, as a general rule, place the students in job training stations. Although some help will be available from the State Employment Development Department, in the final analysis, the WEE coordinator will have to build a small organization to train and find job stations for students with exceptional needs.

In the past, various attempts have been made to serve those individuals who do not fit the expectations of the prevailing society. Many of these attempts have been feeble, to say the least, but at least they provided a base from which improvement can be made. Society has since become informed, and people have learned to be more tolerant of human differences. This in turn has opened doors that were previously closed.

Educators now face a real challenge in defining their role in the educational process for students with exceptional needs. Education is no longer the effort of a single person, it is a team effort. This allows everyone -- the student, the teacher, the parent, the school, and the community to benefit from their joint efforts. Students with exceptional needs are unique individuals who need special teacher and total school

STUDENTS WITH EXCEPTIONAL NEEDS IN WORK EXPERIENCE EDUCATION - WHY?

MATERIALS **TEXT**

support to enable them to complete the school process successfully.

As a programming concept, career and work experience education provides opportunities to train, support, and encourage students in acquiring vocational skills. Students with exceptional needs are far from unmotivated, untrainable, or uneducable. Usually, however, they do not succeed in regular vocational programs alone. They need conditions that permit a variety of training methods and the support of a number of agencies and individuals.

The services, talents, and human relationships of these students are needed; to deprive them of the opportunity to develop those services, talents, and relationships is to do terrible injustice to both the students and society. Educators must renew their commitments and serve all youth who enroll in their programs. They must renew their commitment to work with the uniqueness of each individual.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

OUTCOME:

Participants will increase their awareness of current laws and regulations affecting WEE programs, with the emphasis on students with exceptional needs.

SUGGESTED LEAD TRAINER: Work Experience Education Coordinator

STRATEGIES:

The key points included in the topic, "Laws and Regulations Governing Work Experience Education Programs," are:

- Three pieces of legislation which provided mechanisms through which handicapped could be served and trained are PL 94-142, PL 93-112, PL 94-482.
- General information about California Labor Code and Federal Labor Standards.

Training strategies which can be presented separately or in combination include:

Strategy A: Presentation

Strategy B: Learn and Practice Opportunity: Work Experience Education and the Law

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

STRATEGY A: Presentation

PROCESS:

1. The trainer reviews the Key Concepts and develops a presentation, using the overhead transparency provided.

2. Throughout the presentation, the trainer should encourage questions and discussion.

NOTE: This review of laws and regulations may not appear to be exciting and perhaps not even interesting; presentations of laws and regulations rarely are. The trainer will find, however, that participants usually do want and need this information. Lively presentation and opportunities for discussion make it easier for participants to attend to this material.

MATERIALS:

- Key Concepts
- Overhead Transparency
  Legislation - O.H. III-A

TIME: 30-45 minutes.

FEDERAL LEGISLATION

PUBLIC LAW 94-142

EDUCATION FOR ALL
HANDICAPPED CHILDREN
ACT OF 1975

PUBLIC LAW 94-482

VOCATIONAL EDUCATION
ACT OF 1976

PUBLIC LAW 93-112

REHABILITATION
ACT OF 1973
SECTION 504

O. H. III-A

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

STRATEGY B: Learn and Practice Opportunity - Work Experience Education and the Law

PROCESS:

1. The trainer distributes and reads H.O. III-B-1, Case Study - Frank Fisk, to the large group.
2. To illustrate the procedure for completing the activity, the trainer fills in O.H. III-B, Legal Considerations, with the following information:

Legal Considerations of Work Experience Education

I. The Facts

- F. Fisk is a special education, seventeen year old student.
- Frank has been hired as a custodial helper.
- His hours of work are 11 pm to 1 am.
- The pay is $2.75 an hour.
- The coordinator agreed to copy the contents of Frank's cum folder for the employer.

II. The Problems

Can seventeen year old F. Fisk work the hours between 11 pm and 1 am?

Can Frank Fisk be paid $2.90 an hour?

Can the coordinator give the contents of Frank's cum folder to the employer?

III. The Law

Minors between 16 and 18 years of age, enrolled in work experience education, may not work after 12:30 am (Handbook, p. 11, #1(C)).

Every employer shall pay to each employee wages not less than $3.35 per hour (Handbook p. 12, (2A)).

Contents of cum folder are confidential and require a release of information.

IV. Conclusion

Frank Fisk cannot take the job at the stated hours. The coordinator cannot release the cum folder information.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

3. The trainer asks participants to form three small groups.
4. Trainer distributes Activity Directions, H.O. III-B-2, Legal Considerations Worksheet, H.O. III-B-3, and a different Case Study, H.O. III B-4, B-5, B-6, to each group. If time permits, the trainer can give each group all three Case Studies to complete.
5. Trainer instructs participants to refer to pgs. 11-14, Section VIII in their copy of Work Experience Education: A Handbook for California Secondary Schools to complete the activity.
6. The trainer tells participants they have 20 minutes to complete the activity. During this time the trainer should be available to clarify the activity directions and to assist participants to locate relevant parts of the law.
7. Once groups have completed the activity, the trainer distributes Case Study 1 - Answers, H.O. III-B-7, Case Study 2 - Answers, H.O. III-B-8, Case Study 3 - Answers, H.O. III-B-9, to the appropriate groups.
8. The trainer asks the facilitator to read the Case Study assigned to the group and the facts, problems, laws, and conclusions the group has identified.

MATERIALS:

- Overhead Transparency

  Legal Considerations of Work Experience Education - O.H. III-B
- Handouts

  Case Study - Frank Fisk (Training Sample) - H.O. III-B-1
  Activity Directions - H.O. III-B-2
  Legal Considerations Worksheet - H.O. III-B-3
  Case Study 1 - Suzie Q. - H.O. III-B-4
  Case Study 2 - Karl Kroy - H.O. III-B-5
  Case Study 3 - Judy Palmer - H.O. III-B-6
  Answer Sheet - Case Study 1 - H.O. III-B-7
  Answer Sheet - Case Study 2 - H.O. III-B-8
  Answer Sheet - Case Study 3 - H.O. III-B-9

TIME: 40-60 minutes.

LEGAL CONSIDERATIONS
OF
WORK EXPERIENCE EDUCATION

I. RELEVANT FACTS

II. THE PROBLEMS

III. THE LAW

IV. CONCLUSION

TRAINING SAMPLE

Case Study: Frank Fisk

Frank Fisk is a seventeen year old student in special education. He has been very hard to place on a job.

The WEE Coordinator's cousin manages the local McDonalds restaurant and has just agreed to hire Frank as a custodial helper. The hours of work are set for 11 pm to 1 am, six days a week. He will be paid $2.75 an hour.

The coordinator agreed to copy the contents of Frank Fisk's cum folder and give this to his cousin. The cousin wanted to make sure he knew all he could before Frank started on the job.

WORK EXPERIENCE EDUCATION AND THE LAW

Activity Directions

Steps to completion:

1. Select a facilitator and recorder.
2. Read the Case Study assigned to your group and pages 11-14, Section VII in Work Experience Education: A Handbook for California Secondary Schools.
3. Determine the following:
    - I. Relevant Facts
      e.g., Frank is a 17 year old special education student who has been hired to work from 11 pm to 1 am.
    - II. Problem
      e.g., Can 17 year old Frank work the hours between 11 pm and 1 am?
    - III. Law
      e.g., Minors between 16 and 18 years of age, enrolled in work experience education, may not work after 12:30 am (Handbook, p. 11, # 1(C)).
    - IV. Conclusion
      e.g., Frank cannot take the job at the stated hours.
4. Record the results of the investigation on the Legal Considerations Worksheet and prepare to share information with the large group.
5. Group facilitator reads the Case Study and the group decisions about the case to the large group.

WORKSHEET

Legal Considerations of Work Experience Education

I. RELEVANT FACTS

II. THE PROBLEMS

III. THE LAW

IV. CONCLUSION

CASE STUDY #1: SUZIE Q

Suzie Q has been in the work experience education program for two months. She is working for Walton's Electronics as a circuit board assembler. Walton's has had a series of thefts of electronic equipment. Since Suzie Q is in special education and, therefore, suspicious, her supervisor tells her to submit to a lie detector test regarding aspects of the thefts. She is the only employee asked to do this. Suzie refuses to take the test because she feels unfairly singled out.

When payday comes around, everyone gets a check except Suzie. She questions this with her supervisor who responds that she will get her check after she has taken the lie detector test. She was also told her job was in jeopardy.

CASE STUDY #2: KARL KROY

Karl Kroy is a work experience education student at La Sierra High. He is a part-time employee for the post office. He is learning a set of codes to sort mail. His work site is undergoing remodeling and Karl is asked to eat his lunch at his work station for the next six months. The cafeteria will not be available. For security reasons, all employees must eat on the premises.

The employer is concerned for the safety of all employees during this remodeling and tells employees to purchase hard hats and wear them at all times in the building. Karl doesn't have enough money to purchase this equipment.

Karl calls his work experience education coordinator and asks for another job assignment.

CASE STUDY #3: JUDY PALMER

Judy Palmer is a seventeen year old student in the work experience program at La Holla High. She has been given a new work schedule for her medical receptionist position at the hospital. She had been working a 6-hour week, two days a week and the new schedule shows they want her to work every Friday from two to eight-thirty in the evening. She is very upset with this change and doesn't feel it's right that she goes to school and then has to work eight hours. She demands her boss to change these hours.

In addition to the above demand to resume her former schedule, she wants a fifteen minute break in the middle of her three hour work days. If the hospital does not meet her demands, she is going to contact the Department of Labor with a grievance.

WORK EXPERIENCE EDUCATION AND THE LAW

Answer Sheet

Case Study #1

I. Facts

Suzie Q is an employee of Walton's Electronics.
She is told to take a lie detector test and she refuses.
On payday she is not given her check.

II. The Problems

Can Suzie be singled out to take a lie detector test by her employer?
Can Suzie's paycheck be withheld for refusing to submit to the test?

III. The Law

No employer can demand for an employee to submit to a lie detector test as a condition of continued employment (Handbook, p. 13, (9), L.C. 4322).

Employees must be paid on the established payday (Handbook, p.12, (2b)).

IV. Conclusion

Suzie cannot be forced to take a lie detector test or have her pay withheld.

WORK EXPERIENCE EDUCATION AND THE LAW

Answer Sheet

Case Study #2

I. The Facts

Karl's worksite is undergoing remodeling.

He is asked to eat his lunch at his work station for the next six months.

He is asked to purchase a hard hat to protect himself during the remodeling.

II. The Questions

Can the employer ask an employee to eat lunch at their work station?

Can an employer required a hard hat to be purchased by employees?

III. The Law

"In all places of employment where employees are required to eat on the premises a suitable place for that purpose shall be designated." (Handbook, p. 13, E).

"When uniforms and equipment are required by employment, they must be provided by the employer." (Handbook, p. 12, 6).

IV. Conclusion

The post office must provide a lunch area for its employees and furnish required hard hats during the remodeling.

WORK EXPERIENCE EDUCATION AND THE LAW

Answer Sheet

Case Study #3

I. The Facts

Judy Palmer is asked to work a six hour day every Friday after school.

Judy was working two days a week, three hours a day.

Judy demands that her employer change her back to her old hours.

Judy is demanding a fifteen minute break during each of her old three hour work days.

She will file a grievance with the Department of Labor if her needs are not met.

II. The Problems

Is a six hour work day following a regular school day legal employment hours?

Must an employer provide a rest period during a three hour shift?

III. The Law

A minor 16 years of age or older can work up to eight hours on a school day that is immediately followed by a nonschool day. (Handbook, p. 11, 1A))

A rest period is not authorized for employees that work less than three and a half hours in one day.

IV. Conclusion

Judy Palmer has no grounds for a grievance.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

TEXT

In meeting the vocational needs of students with exceptional needs, it is necessary to have an understanding of laws and regulations governing WEE on both federal and state levels.

Overhead III-A
Trainers note: keep overhead on through discussion on all underlined terminology and public laws.

The course of the 1970s saw specific pieces of legislation (Public Laws 93-112, 94-142, 94-482) that provided mechanisms through which the handicapped could be served and trained. Because of these new social and educational commitments, the 1970s became known as the "total programming decade."

"Deinstitutionalization" and "mainstreaming" became two frequently used terms. Deinstitutionalization means moving individuals with exceptional needs out of institutional settings into the community settings where they can live and work successfully. As the trend for accepting individuals for who they are gained momentum, a new word was coined to describe this acceptance: mainstreaming. The basic premise of the mainstreaming concept is that exceptional and nonexceptional students have the same needs. These common needs can serve as a basis for developing basic instructional programs.

The mainstreaming concept was further elaborated upon by the development of a planning thrust: least restrictive environment. This means that individuals, whatever their exceptional characteristics may be, should have an opportunity to learn and function in an environment that is conducive to their success.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

TEXT

The Education for All Handicapped Children Act (Public Law 94-142) led to providing a device through which placement in nonrestricted environments could be facilitated. This device is the Individual Educational Plan (IEP). The IEP is a guide to help facilitate proper placement of and programming for students with exceptional needs.

Both federal and state legislation mandates that students with exceptional needs be placed in the least restrictive environment. For secondary pupils, California's AB 1870 requires "specifically designed vocational education and career development" to be a component of the students' IEP. In addition, PL 94-142 provides such assurances as: access to programs and services provided to non-handicapped students, non-discriminatory testing, confidentiality of information, and the right to due process procedures by parents.

The Vocational Education Amendments of 1976 (PL 94-482) requires states to spend 30% (the 1968 Act had designated 25%) of federal vocational education monies for programs for handicapped (10%) and disadvantaged (20%) students. In addition, the Amendments of 1976 required that the federal set-aside funds be equally matched with state and local dollars.

The third legislative initiative with direct implications for the vocational education of the handicapped was the Rehabilitation Act Amendments of 1974 (PL 93-112). Within this legislation, Section 503 and Section 504 set forth substantive requirements regarding employment and education services.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

TEXT

Section 503 required employers with federal contracts and sub-contracts to develop affirmative action plans for hiring the handicapped and for non-discriminating work-related practices. Section 504 prohibits discrimination on the basis of handicap by any agency, including schools, which receive federal financial assistance.

Personnel working in job development and placement activities in California must be knowledgeable of law regarding wages, hours, and working conditions for minors. The special educator should be aware of the scope of these laws and how this information can be useful in instruction of students and communication with parents.

NOTE:
The participants were given a copy of the Handbook in the Introduction Topic. Reference pages 11-14, Section VIII, "Wages, Hours, and Working Conditions for Minors."

The Work Experience Education Handbook provides specific laws and general information about the application of the California Industrial Welfare Commission Orders, California Labor Code, and the Federal Labor Standards Act (FLSA). Copies of these publications and other information about the Orders may be obtained free of charge from the California Department of Industrial Relations, Division of Labor Standards Enforcement, or a local office of the Federal Wage and Hour Division. The following provides general information and should not be considered in the same light as official statements of position.

CALIFORNIA HOURS, WAGES, AND WORKING CONDITIONS

1. **HOURS**
   (A) A minor under 18 years of age and over 14 years having completed the equivalent of the seventh grade may work outside school hours for a

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

TEXT

period of time not to exceed four hours in any day in which the minor is required by law to attend school. However, a minor 16 years of age or older may work outside of school hours for a period of time not to exceed eight hours on a day such minor is required to attend school which is immediately prior to a non-school day.

(B) No minor shall be employed more than eight (8) hours in any one day or more than six (6) days in any one week. One and one-half (1-1/2) times the minor's regular rate of pay shall be paid for all work over forty (40) hours in any one week. No minor shall be employed before 5 o'clock in the morning or after 10 o'clock in the evening, except that during any evening preceding a nonschool day, a minor may work until 12:30 o'clock in the morning of such nonschool day.

(C) Minors sixteen (16) years of age or older and under the age of eighteen (18) years who are enrolled in work experience education programs approved by the State Department of Education may work after 10 p.m. but not later than 12:30 a.m. providing such employment is not detrimental to the health, education or welfare of the minors and the approval of the parent and the work experience coordinator has been obtained. However, any such minor who works any time during the hours from 10 p.m. to 12:30 a.m. shall be paid for work during that time at a rate which is not less than the actual minimum wage required for adults.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS **TEXT**

(D) Those minors not enrolled in a state-approved work experience education program can work past 10 p.m. and until 12:30 a.m. only on days preceding a nonschool day and must be paid at least the actual minimum wage required for adults. No minor shall be employed more than eight (8) hours in any one day or on more than six (6) workdays in any one workweek, except that this restriction does not apply to employees sixteen (16) and seventeen (17) years old who are not required by law to attend school. [See Industrial Work Orders, Hours and Days of Work.]

(E) Minors sixteen (16) and seventeen (17) years old who are not required by law to attend school may be employed for the same hours as an adult.

(F) A minor may be employed on seven (7) workdays in one workweek with no overtime pay required when the total hours of employment during such a workweek do not exceed thirty (30) and the total hours of employment in any one workday thereof do not exceed six (6).

(G) Minors under twelve years of age cannot be employed except by a parent.

(H) No employer shall employ any minor under the age of 18 years in any agricultural occupation for more than 20 hours in any school week in which such minor is required by law to attend school for 240 minutes or more each schoolday. Minors 16 and 17 years of age shall not work in any agricultural occupation more than 6 hours a day if they are required to attend school for 240 minutes or more each schoolday. Minors

14 and 15 years of age shall not work in any agricultural occupation more than 4 hours on a school day.

2. MINIMUM WAGES

(A) Every employer shall pay to each employee wages not less than three dollars and thirty-five cents ($3.35) per hour, for all hours worked, except:

(1) LEARNERS. Employees 18 years of age or over during their first one hundred and sixty (160) hours of employment in occupations in which they have no previous similar or related experience, for whom the rate of pay shall not be less than eighty-five percent (85%) of the minimum wage rounded to the hearest nickel ($2.85).

(2) MINORS may be paid not less than eighty-five percent (85%) of the minimum wage rounded to the nearest nickel ($2.85), provided that the number of minors employed at said lesser rate shall not exceed twenty-five percent (25%) of the persons regularly employed in the establishment. An employer of less than ten (10) persons may employ three (3) minors at said lesser rate. The twenty-five percent (25%) limitation on the employment of minors shall not apply during school vacations.

(B) Every employer shall pay to each employee, on the established payday for the period involved, not less than the applicable minimum wage for all hours worked in the payroll period, whether the renumeration is measured by time, piece, commission, or otherwise.

(C) When an employee works a split shift one hour's pay at the minimum wage shall be paid in addition to the minimum wage for that workday, except when the employee resides at the place of employment.

(D) WHEN AN EMPLOYER IS SUBJECT TO BOTH THE FEDERAL AND STATE LABOR LAWS, THE HIGHER WAGE RATE SHALL BE PAID TO EMPLOYEES.

3. REPORTING TIME PAY

(A) Each workday an employee is required to report for work and does report, but is not put to work or is furnished less than half said employee's usual or scheduled day's work, the employee shall be paid for half the usual or scheduled day's work, but in no event for less than two (2) hours nor more than four (4) hours, at the employee's regular rate of pay, which shall not be less than the minimum wage herein provided.

(B) If an employee is required to report for work a second time in any one workday and is furnished less than two hours of work on the second reporting, said employee shall be paid for two hours at the employee's regular rate of pay, which shall not be less than the minimum wage herein provided.

(C) The foregoing reporting time pay provisions are not applicable when:

(1) Operations cannot commence or continue due to threats to employees or property; or when recommended by civil authorities; or

(2) Public utilities fail to supply electricity, water, or gas, or there is a failure in the public utilities, or sewer system; or

(3) The interruption of work is caused by an Act of God or other cause not within the employer's control.

4. **EMPLOYEE TIPS (California Labor Code, Sec. 351)**

"No employer or agent shall collect, take, or receive any gratuity or a part thereof, paid, given to or left for an employee by a patron, or deduct any amount from wages due an employee on account of such gratuity, or require an employee to credit the amount, or any part thereof, of such gratuity against and as a part of the wages due the employee from the employer. Every such gratuity is hereby declared to be the sole property of the employee or employees to whom it was paid, given, or left for. This section shall not apply to any employment in which no charge is made to a patron for services rendered to the patron by an employee on behalf of his employer if both the following conditions are met: (a) the employee is receiving a wage or salary not less than the higher of the state or federal minimum wage, regardless of whether such employee is subject to either such minimum wage law, and (b) the employee's wage or salary is guaranteed and paid in full irrespective of the amount of tips received by the employee."

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

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TEXT

5. CASH SHORTAGE AND BREAKAGE

Subject to the requirements of Sections 400-410 of the California Labor Code, no employer shall make any deduction from the wage or require any reimbursement from an employee for any cash shortage, breakage, or loss of equipment, unless it can be shown that the shortage, breakage, or loss is caused by a dishonest or willful act, or by the gross negligence of the employee. Notwithstanding the foregoing provision, where an employee has the exclusive and personal control of cash funds of the employer and is required by the employer to account, under reasonable accounting procedures, for said funds the employer may upon prior written notice require reimbursement from such employee for cash shortages.

6. UNIFORMS AND EQUIPMENT

When uniforms are required by the employer to be worn by the employee as a condition of employment, such uniforms shall be provided and maintained by the employer. The term "uniform" includes wearing apparel and accessories of distinctive design or color.

7. MEALS AND MEAL PERIODS

(A) "Meal" means an adequate, well-balanced serving of a variety of wholesome, nutritious foods.

(B) When meals are furnished by the employer as part of the employee's compensation and when pursuant to a voluntary written agreement between the employer and the employee, such meals are to be credited toward the employer's minimum wage obligation, such meals may not be evaluated in excess of the following:

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

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		Eff. 1/1/81
	Breakfast.....	$1.20
Meals:	Lunch.........	1.65
	Dinner........	2.20

(C) Meals evaluated as part of the minimum wage must be bonafide meals consistent with the employee's work shift. Deductions shall not be made for meals not received.

(D) No employer shall employ any person for a work period of more than five (5) hours without a meal period of not less than thirty (30) minutes, except that when a work period of not more than six (6) hours will complete the day's work the meal period may be waived by mutual consent of employer and employee. Unless the employee is relieved of all duty during a thirty (30) minute meal period, the meal period shall be considered an "on duty" meal period and counted as time worked. An "on duty" meal period shall be permitted only when the nature of the work prevents an employee from being relieved of all duty and when by written agreement between the parties an on-the-job meal period is agreed to. During each reoccurring 30 day period the employee has the right to revoke the written agreement.

(E) In all places of employment where employees are required to eat on the premises a suitable place for that purpose shall be designated.

(F) If a meal period occurs on a shift beginning or ending at or between the hours of 10 p.m. and 6 a.m., facilities shall be available for securing hot food or drink or for heating food or drink; and a suitable sheltered place

MATERIALS **TEXT**

shall be provided in which to consume such food or drink.

8. REST PERIODS

Every employer shall authorize and permit all employees to take rest periods, which insofar as practicable shall be in the middle of each work period. The authorized rest period time shall be based on the total hours worked daily at the rate of ten (10) minutes net rest time per four (4) hours or major fraction thereof.

However, a rest period need not be authorized for employees whose total daily work time is less than three and one-half (3-1/2) hours. Authorized rest period time shall be counted as hours worked for which there shall be no deduction from wages.

9. CONDITIONS OF EMPLOYMENT

L.C. 432.2 No employer shall demand or require any applicant for employment or prospective employment or any employee to submit to or take a polygraph, lie detector similar test or examination as a condition of employment or continued employment. The prohibition of this section does not apply to the federal government or any agency thereof or the state government or any agency or local subdivision thereof, including, but not limited to, counties, cities and counties, cities, districts, authorities, and agencies. (Added by Stats. 1963, Ch. 1881.)

L.C. 432.5 No employer, or agent, manager, superintendent, or officer thereof, shall require any employee or applicant for employment to agree, in writing to any term or condition which is known by such employer, or agent, manager, superintendent, or other officer thereof to be prohibited by law.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS TEXT

FEDERAL MINIMUM WAGE RATES, HOURS OF WORK, AND AGES OF EMPLOYMENT

1. BASIC WAGE STANDARDS

   Covered nonexempt workers are entitled to a minimum wage of not less than $3.35 an hour beginning January 1, 1981.

2. OVERTIME AT NOT LESS THAN ONE AND ONE-HALF (1-1/2) TIMES THE EMPLOYEE'S REGULAR RATE IS DUE AFTER 40 HOURS OF WORK IN THE WORKWEEK.

   Hospitals and residential care establishments may adopt, by agreement with the employees, a 14-day overtime period in lieu of the usual 7-day workweek, if the employees are paid at least time and a half (1-1/2) their regular rate for hours worked over 8 in a day or 80 in a 14-day period.

   (See a Compliance Officer of the Wage and Hour Division concerning exemptions from these basic provisions.)

3. **WAGES WHICH ARE REQUIRED BY THE ACT ARE DUE ON THE REGULAR PAY DAY FOR THE PAY PERIOD COVERED.**

4. **WHEN AN EMPLOYER IS SUBJECT TO BOTH THE FEDERAL AND STATE LABOR LAWS, THE HIGHER STANDARD SHALL BE MET, WHETHER IT BE WAGES, HOURS, AGE OR WORKING CONDITIONS.**

5. SUBMINIMUM WAGE RATE FOR FULL-TIME STUDENTS

   Employers who desire to employ students at the subminimum rate must submit application forms to the Regional Office of the U.S. Department of Labor. Forms which are designed to simplify the information requested and also to reduce employer paperwork are being designed and should be requested from the following address:

   U. S. Department of Labor
   Employment Standards Administration
   Wage and Hour Division
   450 Golden Gate Avenue
   P.O. Box 36018
   San Francisco, California 94102

MATERISLS

TEXT

A full-time student certificate will not be issued for a period of longer than one year, nor will it be issued retroactively.

For additional details and regulations see the following identified publication:

Retail-Service Establishments, Farms, Institutions of Higher Education

Employment of full-time students, Part 519
Employment of full-time students at subminimal wages, Subpart A
Retail or service establishmeants and agriculture,
Fair Labor Standards Act as amended in 1977

CHILD LABOR PROVISIONS OF THE FLSA

The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being. The provisions include lists of hazardous occupation orders for both farm and nonfarm jobs banned by the Secretary of Labor as being too dangerous for minors to perform. Additional information on prohibited occupations is available from local Wage-Hour offices.

1. **NONFARM JOBS - KINDS AND HOURS OF WORK BY AGE**

   A. 18 years or older: any job, whether hazardous or not, for unlimited hours;

   B. 16 and 17 years old: any nonhazardous job, for unlimited hours;

   C. 14 and 15 years old: outside of school hours in various nonmanufacturing, nonmining, nonhazardous jobs, under these conditions: no more than 3 hours on a school day, 18 hours in a schoolweek, 8 hours on a nonschool day or

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

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TEXT

or 40 hours in a nonschoolweek. Also, work may not begin before 7 a.m., nor end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m.

D. Fourteen is the minimum age for most nonfarm work. However, at any age, youths may deliver newspapers, perform in radio, television, movie or theatrical productions, work for parents in their solely owned nonfarm business (except in manufacturing or on hazardous jobs), gather evergreens and make evergreen wreaths.

2. AGRICULTURAL JOBS - KINDS AND HOURS OF WORK BY AGE

A. 16 years and older: any job, whether hazardous or not, for unlimited hours;

B. 14 and 15 years old: any nonhazardous farm job outside of school hours;

C. 12 and 13 years old: outside of school hours in nonhazardous jobs, either with parents' written consent or on the same farm as the parents;

D. Under 12 years old: jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

E. Local minors 10 and 11 years of age may work for no more than 8 weeks between June 1 and October 15 for employers who receive approval from the Secretary of Labor. This work must be confined to hand-harvesting short season crops outside school hours under very limited and specified circumstances prescribed by the Secretary of Labor.

LAWS AND REGULATIONS GOVERNING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS **TEXT**

F. Minors of any age may be employed by their parents at any time in any occupations on a farm owned or operated by their parent.

OTHER EMPLOYEES WHO MAY BE COVERED BY THE FLSA

Employees who are not employed in a covered enterprise may still be entitled to the Act's minimum wage, overtime pay, equal pay, and child labor protections if they are individually engaged in interstate commerce or in the production of goods for interstate commerce. These include --

(a) Communication and transportation workers;

(b) Employees who handle, ship, or receive goods moving in interstate commerce;

(c) Clerical or other workers who regularly use the mails, telephone, or telegraph for interstate communication or who keep records on interstate transactions;

(d) Employees who regularly cross State lines in the course of their work; and

(e) Employees of independent employers who perform clerical, custodial, maintenance, or other work for firms engaged in commerce or in the production of goods for commerce.

Domestic service workers such as maids, day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters are covered if they (1) receive at least $50 in cash wages in a calendar quarter from their employer or (2) work a total of more than 8 hours a week for one or more employers.

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VOCATIONAL ASSESSMENT PROCESS

OUTCOME:

Participants will increase their understanding of selected assessments of a student's vocational interests and abilities.

SUGGESTED LEAD TRAINER: Work Experience Coordinator

STRATEGIES:

Key points included in the topic the "Vocational Assessment Process" are:

The Vocational Assessment Process involves the completion of both informal and formal assessments such as:

- Pre-Vocational Screening
- Vocational Interest Screening
- Vocational Aptitude Test
- Work Sampling
- Social/Adaptive Behavior Index

Training strategies which can be used separately or in combination to cover key points include:

Strategy A: Presentation with discussion - Vocational Assessment Process

Strategy B: Demonstration of informal and formal assessments of a student

VOCATIONAL ASSESSMENT PROCESS

STRATEGY A: Presentation

PROCESS:

1. The trainer presents the information provided in "Key Concepts" using the transparencies provided.
2. Distribute or display samples of assessments during the presentation.
3. Review the information provided in the Resource Handouts IV-A-1, -2, -3. NOTE: Overhead IV-A-2 has been included to provide the trainer with a method for presenting the information included in the Occupational Assessment Handbook (Handout IV-A-2).
4. Encourage participants to discuss the types of assessments they currently use.

COMMENTS:

Samples of a variety of assessments should be available to participants to illustrate, as well as spark a discussion of the advantages and disadvantages of various assessments. The Occupational Assessment Handbook can be a valuable resource to highlight the following features:

- Assessment Review Chart;
- Assessment Reviews; and
- Listing of Vendors.

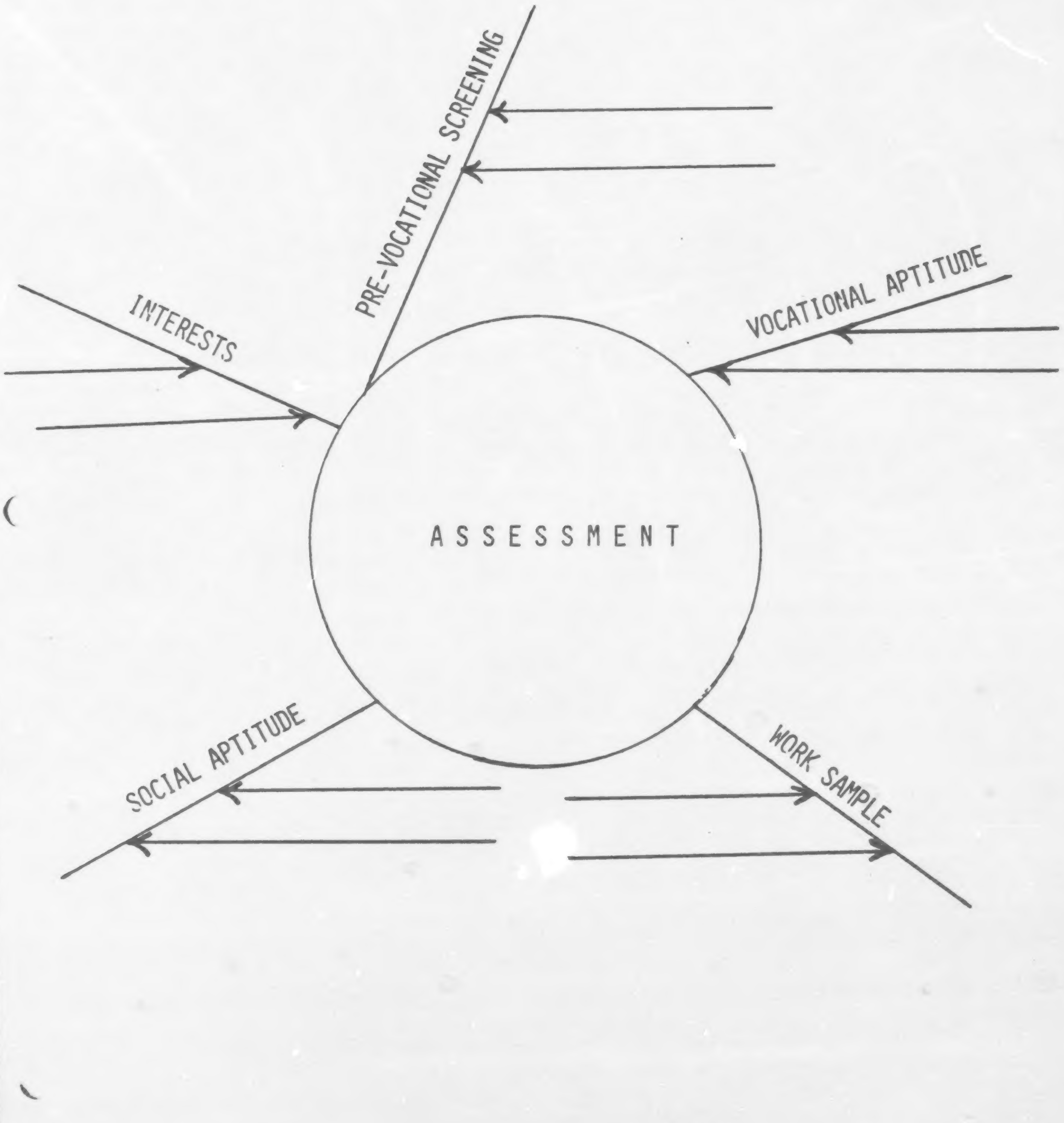
MATERIALS:

- Key Concepts
- Overhead Transparencies
  Assessment Map - O.H. IV-A-1
  Assessment Review Chart - O.H. IV-A-2
- Samples of Assessments
  NOTE: The trainer provides and discusses 2-5 assessment samples.
- Resource Handouts
  Career Assessment Center - H.O. IV-A-1
  Occupational Assessment Handbook - H.O. IV-A-2
  Vocational Assessment Bibliography - H.O. IV-A-3

TIME: 20-30 minutes.

O. H. IV-A-1

ASSESSMENT MAP


PRE-VOCATIONAL SCREENING
INTERESTS
VOCATIONAL APTITUDE
ASSESSMENT
SOCIAL APTITUDE
WORK SAMPLE

ASSESSMENT REVIEW CHART

REFERENCE NUMBER	NAME	TYPE			TARGET POP. by grade level				SCORING			READING by grade level				ADMIN. TIME in minutes		
		INTERESTS	ABILITIES	WORK SAMP	K 8	9 12	ADULT	SPEC NEEDS	SELF	HAND	MACHINE	NON	K 4	5 8	9 12	16 30	31 60	61 AND UP
01	APPRAISAL		X				X			X				X	X			X

VOCATIONAL ASSESSMENT PROCESS

STRATEGY B: Demonstration

PROCESS:

1. Prior to training, the trainer contacts a local vocational evaluator or other personnel knowledgeable about both formal and informal assessment.

2. During the training, samples of interest and abilities assessments could be on display. The vocational evaluator outlines the areas to be assessed and demonstrates the assessments he/she would use to gain information in each area.

3. Trainer leads a discussion with participants of both the informal and formal assessment which have provided them with the most useful information about the student.

4. Trainer refers to the resources: H.O. IV-A-2, Occupational Assessment Handbook and describes the following features:

   - Assessment Reviews p. 10
   - Assessment Review Chart p. 77
   - Listings of Vendors p. 79

   Also review the following handouts with participants:

   - Career Assessment Center - H.O. IV-A-1
   - Vocational Assessment, Annotated Bibliography - H.O. IV-A-3

MATERIALS:

- Samples of Assessments

NOTE: The trainer or vocational evaluator provides examples of assessments.

- Resource Handouts

  Career Assessment Centers - H.O. IV-A-1
  Occupational Assessment Handbook - H.O. IV-A-2
  Vocational Assessment Annotated Bibliography - H.O. IV-A-3

TIME: 30-40 minutes.

VOCATIONAL ASSESSMENT PROCESS

MATERIALS

TEXT

When IEPs are developed, appropriate vocational education goals must be included. An assessment of the student's vocational interests and abilities provides the basis for delivering vocational services. Prior to entry into the Work Experience Education (WEE) program, the WEE coordinator should conduct informal and formal screening and assessments of the student. Screening and assessment activities provide the coordinator and the student with information about the student's interest, aptitude, work history, and social/emotional growth. Methods of gaining this information would be completion of the following:

Overhead IV-A -1

- Pre-Vocational Screening
- Vocational Interest Screening
- Vocational Aptitude Test
- Work Sampling
- Social/Adaptive Behavior Index

Pre-Vocational Assessment

Pre-Vocational screening is completed through conversations with the student and a variety of people. These people include the special education teacher, regular class teachers, counselor, psychologist, nurse, speech therapist, and parents. Characteristics such as grooming, attitude toward work, interpersonal skills, and ability to follow directions are determined through discussions. Once the rights to confidentiality are reviewed and releases of information obtained, the school records are reviewed.

VOCATIONAL ASSESSMENT PROCESS

MATERIALS

NOTE:
You may want to refer participants to forms in Appendix C.

TEXT

A written report is completed which summarizes the student's work history and personal data. The report may include the following information:

- health status;
- prior work and volunteer experiences;
- leisure time activities;
- prompted and unprompted work choices;
- home responsibilities;
- transportation needs; and
- references.

Besides collecting academic, personal data, and health information, vocational information must be collected. This includes information on general job interests, skills, and abilities.

Vocational Interest Screening

Samples of Interest Screening Provided by the Trainer.

Vocational Interest Screenings are designed to help the student discover what types of jobs they like to do. It is important to remember that the results only provide suggestions of possible interest areas.

Collections of interest inventories in most schools include:

WRIOT	Wide Range Interest Opinion Test
COPS	California Occupational Preference System
COPS II	(lower reading level)
PIES	Picture Interest Exploration Survey
JOB-O	Judgement of Occupational Behavior-Orientation

The COPS, COPS II and JOB-O involve reading and making choices, all of which might be difficult

VOCATIONAL ASSESSMENT PROCESS

MATERIALS

TEXT

for the non-reader or student with little concrete knowledge of jobs. The WRIOT and PIES use pictures of working people.

Vocational Aptitude Tests

Samples of Aptitude Tests Provided by the Trainer.

Aptitude assessments are designed to identify the work development level of a student or to measure work skills needed for specific jobs. Examples of this type of assessment are the General Aptitude Test Battery (GATB) and the Nonreading Aptitude Test Battery (NATB).

Work Sampling

Samples of Work Samples Provided by the Trainer.

A work sample includes tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. Work sampling can be done in the classroom. There are five types:

- Cluster Trait Work Sample

  A single work sample is developed to assess a group of worker traits. It contains a number of traits inherent in a job or variety of jobs. A single work sample is intended to assess the student's potential to perform various jobs.
- Indigenous Work Sample

  It represents the essential factors of an occupation as it actually exists in one community.
- The Job Sample

  Those work samples that in their entirety are replicated directly from industry and include the equipment, tools, raw materials, exact procedures, and work standards of the job.

VOCATIONAL ASSESSMENT PROCESS

MATERIALS

TEXT

- The Simulated Work Sample

  Work samples which attempt to replicate a segment of the essential work related factors and tools of a job as it is performed in industry.

- The Single Trait Work Sample

  Assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs but it is intended to assess a single isolated factor.

Social/Adaptive Behavior Index

Samples of Indices Provided by the Trainer.

Social/Adaptive Behavior scales measure the student's independent living skills. Sufficient maturity in the areas measured are necessary or even a vocationally skilled student will not be able to hold a job.

Examples of these scales are the Social and Prevocational Information Battery (S.P.I.B.) and the San Francisco Vocational Competency Test.

Handout IV-A -1
Refer to Career Assessment Center pamphlet.

Vocational assessment may be done in several locations. Schools often offer several choices to the student.

The school's career center, assessment center, counseling department, and the classroom are potential sites.

The local Department of Rehabilitation Office offers assessment to qualified applicants.

The local Employment Development Department offices offer career counseling and some vocational testing. (e.g., GATB, NATB).

A few private agencies, generally called rehabilitation workshops, also offer vocational assessment.

VOCATIONAL ASSESSMENT PROCESS

MATERIALS

TEXT

The County Social Service Department or any local vocational training programs will have assessment services.

The assessment process should actively involve the student. Assessment should be done with and not to the student. Parents and school staff can assist the student in making a realistic career choice but ultimately the student alone must make and live with the decision.

Handout IV-A-2
Refer to Occupational Assessment Handbook.

Reviews of additional assessment instruments are included in Handout IV-B, Occupational Assessment Handbook developed by the Office of Riverside County Superintendent of Schools. Definitions of the terms used in the reviews of assessment instruments are explained on page 8. An example of an assessment review is on page 10. The Assessment Review Chart in the Handbook, page 77, provides a useful summary of the assessments reviewed.

Overhead IV-A-2

Handout IV-A-3
Refer to Annotated Vocational Assessment Bibliography.

WORK EXPERIENCE TRAINING

OUTCOME:

Participants will increase their understanding of a process for developing and implementing a work training program.

SUGGESTED LEAD TRAINER: Work Experience Coordinator

STRATEGIES:

The key points included in the topic Work Experiences Training are:

- Work Training Stations as "Exploratory" Opportunities.
- Techniques for Developing the Work Training Station.
- Student Placement -- Success Factors.
- Importance and Frequency of Work Site Visitation.
- Intentional Rotation.
- Problems on the Job.

Training strategies which can be used separately or in combination to present the key points include:

Strategy A.	Presentation with discussion - Work Experience Training
Strategy B.	Role Play - Job Placement
Strategy C.	Brainstorming, recording, and presenting ideas/ techniques which address one or more of the key points
Strategy D.	Role Play - Work Site Visitation

WORK EXPERIENCE TRAINING

STRATEGY A: Presentation

PROCESS:

1. Trainer reviews information provided in Key Concepts and develops a presentation, highlighting points with overhead transparencies.
2. Throughout the presentation, participants are encouraged to share effective techniques they have used.
3. Co-trainer records the techniques on chart paper which is visible to the entire group.

MATERIALS:

- Key Concepts
- Overhead Transparencies

  Developing Work Training Station - Information Given - O.H.V-A-1
  . Developing Work Training Station - Information Acquired - O.H.V-A-2
  Student Placement - O.H.V-A-3
- Resource Handouts

  The Education/Work Connection - H.O. V-A

TIME: 20-30 minutes.

DEVELOPING THE WORK TRAINING STATION

INFORMATION GIVEN TO SUPERVISOR

- PURPOSE OF PROGRAM;
- STUDENT CAPABILITIES;
- HOURS A DAY AND DAYS PER WEEK STUDENT CAN WORK;
- INSURANCE/LIABILITY CONSIDERATIONS;
- PROGRAM FLEXIBILITY; AND
- SUPERVISORY HINTS

OTHER:

DEVELOPING THE WORK TRAINING STATION

INFORMATION ACQUIRED FROM SUPERVISOR

- WORK SITE PREREQUISITES (AGE,CLOTHING,SKILLS,ETC.)
- HOURS AND DAYS OF WORK
- TASK ANALYSIS OR JOB DESCRIPTION
- ARCHITECTURAL BARRIERS
- NAME AND PHONE NUMBER OF SUPERVISOR
- QUALITY AND QUANTITY OF SUPERVISOR GIVEN

OTHER:

STUDENT PLACEMENT

PLACEMENT ACTIVITIES INCLUDE:

- INFORMING STUDENTS OF THE SITE SELECTED;
- COMMUNICATING WITH PARENTS;
- COMMUNICATING WITH SPECIAL EDUCATION PERSONNEL;
- CHECKING TRANSPORTATION SCHEDULES;
- DETERMINING A WEEKLY WORK SCHEDULE;
- INFORMING THE WORK SITE SUPERVISOR 24 HOURS PRIOR TO PLACEMENT.

OTHER:

WORK EXPERIENCE TRAINING

STRATEGY B: Role Play - Job Placement

PROCESS:

1. Trainers review Key Concepts and outline information that should be exchanged prior to student placement.
2. Trainers develop and portray a discussion between a WEE Coordinator and a Supervisor, to illustrate the successful arrangement of a placement site for a student.
3. Trainer debriefs the activity by asking the participants to discuss their successful experiences with setting up job placements.
4. Trainer records responses on chart.

MATERIALS:

- Key Concepts
- Trainer developed discussion
- Chart paper, markers

TIME: 20-30 minutes.

WORK EXPERIENCE TRAINING

STRATEGY C: Brainstorming

PROCESS:

1. Trainer lists the following topics on chart paper:
   - Techniques for Developing the Work Training Station
   - Student Placement -- Success Factors
   - Importance and Frequency of Work Site Visitation
   - Problems on the Job
2. Trainer asks participants to form small groups and choose one or more topic(s) to brainstorm.
3. Trainer instructs participants to brainstorm, record, and discuss ideas or techniques they have or would like to use.
4. Trainer debriefs activity by asking each group to report the topics addressed and the idea/techniques brainstormed.

MATERIALS:

- Key Concepts
- Chart with list of Work Experience Education topics
- Chart paper and markers for small groups

TIME: 20-30 minutes.

WORK EXPERIENCE TRAINING

STRATEGY D: Role Play - Work Site Visitation

PROCESS:

1. Trainer forms 3 groups.
2. Trainer introduces the activity by stating:
   "We would like each group to develop and participate in a discussion between P. D. Jones, a work experience coordinator as (s)he visits Carey's Custom Welding Shop to meet with L.S. Richards, the training site supervisor to discuss a student's performance. Each group will be given a different situation to develop."
3. Trainer distributes one set of activity directions to each group. Activity directions are for Situations A, B, and C.
4. Trainer tells groups they have 15 minutes to develop a 5 minute role play based on the situation they have been given.
5. Trainer explains that participants have also received an Observer's Sheet which they are to complete as each group presents its role play.
6. After the groups have presented the role plays, the trainer asks participants to share their observations with large group.
7. Co-trainer would list the behaviors which helped to solve the problem encountered in the different situations.

MATERIALS:

- One set of Activity Materials for each group containing:
  - Activity Directions - H.O. V-D-1
  - Observer's Checklist - H.O. V-D-2
  - Student Description - H.O. V-D-3
  - Work Site Visitation
    Situation A or - H.O. V-D-4
    Situation B or - H.O. V-D-5
    Situation C - H.O. V-D-6

TIME: 40 minutes.

WORK SITE VISITATION - ACTIVITY DIRECTIONS

GROUP TASK:

Develop a discussion between P. D. Jones and L. S. Richards to illustrate how the coordinator will carry on with the duty of the day.

STEPS TO COMPLETION:

1. Review the Work Site Visitation-Situation and the Student Description of Mike.
2. Decide what the coordinator should do next to carry on with the "duty of the day."
3. Develop the discussion so that each character:
    - Considers alternative solutions
    - Communicates his/her view of the problem
    - Offers suggestions for resolving the problem.
4. Choose two people to role play the discussion for the other groups.
5. As the other groups role play the different situations, observe and record your observations on the Observer's Checklist.

OBSERVER'S CHECKLIST

Directions

- Observe the participants from both your group and the other groups as they role play.
- Record your observations on the checklist below. Indicate the extent to which each character exhibits the qualities listed.

Group	Qualities	Extent				
		Not at All		Somewhat		In Every Case
Group A						
P. D. Jones Work Experience Education Coordinator	• Considers alternative solutions	1	2	3	4	5
	• Communicates his/her view of the problem	1	2	3	4	5
	• Offers suggestions for resolving the problem	1	2	3	4	5
L. S. Richards Supervisor	• Considers alternative solutions	1	2	3	4	5
	• Communicates his/her view of the problem	1	2	3	4	5
	• Offers suggestions for resolving the problem	1	2	3	4	5
Group B						
P.D. Jones Work Experience Education Coordinator	• Considers alternative solutions	1	2	3	4	5
	• Communicates his/her view of the problem	1	2	3	4	5
	• Offers suggestions for resolving the problem	1	2	3	4	5
L. S. Richards Supervisor	• Considers alternative solutions	1	2	3	4	5
	• Communicates his/her view of the problem	1	2	3	4	5
	• Offers suggestions for resolving the problem	1	2	3	4	5
Group C						
P.D. Jones Work Experience Education Coordinator	• Considers alternative solutions	1	2	3	4	5
	• Communicates his/her view of the problem	1	2	3	4	5
	• Offers suggestions for resolving the problem	1	2	3	4	5
L. S. Richards Supervisor	• Considers alternative solutions	1	2	3	4	5
	• Communicates his/her view of the problem	1	2	3	4	5
	• Offers suggestions for resolving the problem	1	2	3	4	5

STUDENT DESCRIPTION

Learner:	Mike
Coordinator:	P. D. Jones
Training Site Supervisor:	L. S. Richards

Mike, a learning disabled high school student, has shown an above average mechanical aptitude in using hand tools and equipment. He has expressed a strong interest in welding and is always interested in working on his minibike. He is currently taking welding and machine tool classes.

In welding class as well as in academic subjects, Mike has had some difficulty with written and verbal communication. He often requests that directions be repeated. He has difficulty writing a project procedure and takes considerable additional time to read worksheets. Mike's attention span has interfered with his ability to complete lengthy tasks.

Connie Forbes, the special education teacher, has recommended the use of audio visual materials and simplified reading materials to upgrade Mike's skills. She has also suggested that Mike closely observe the instructor and other students as they complete welding projects.

Mike requested and has been placed at Carey's Custom Welding Shop, as part of his work experience training. Mike's supervisor at the welding shop is L. S. Richards. The supervisor and P. D. Jones, the work experience coordinator, have agreed that Mike will be given an opportunity to closely observe other workers at the shop while they are welding. They have also agreed that Mike can perform small welding projects. Besides the actual welding, his job tasks involve meeting customers, estimating costs, determining time required, and completing order forms.

WORK SITE VISITATION - SITUATION A

SETTING: Carey's Custom Welding Shop
A work training site

SITUATION A:

P. D. Jones, the work experience coordinator, coming in to check on Mike's progress, approaches L. S. Richards, the supervisor and says, "Hello L. S. Richards, I am here to see about Mike."

L. S. Richards responds, "Mike hasn't been here in two weeks." At this point P. D. Jones says, " I know, that's why I am here," and carries on with the role play.

WORK SITE VISITATION - SITUATION B

SETTING: Carey's Custom Welding Shop
A work training site

SITUATION B:

P. D. Jones, the work experience coordinator, coming in to check on Mike's progress, approaches L. S. Richards, the supervisor and says, "Hello L. S. Richards, I am here to see about Mike."

L. S. Richards responds, "I want to fire Mike this week." At this point P. D. Jones says, "I know, that's why I am here," and carries on with the role play.

WORK SITE VISITATION - SITUATION C

SETTING: Carey's Custom Welding Shop
A work training site

SITUATION C:

P. D. Jones, the work experience coordinator, coming in to check on Mike's progress, approaches L. S. Richards, the supervisor and says, "Hello L. S. Richards, I am here to see about Mike."

L. S. Richards responds, "Mike is doing just great and I want him to stay. I don't want another student." At this point P. D. Jones says, "I know, that's why I am here," and carries on with the role play.

WORK EXPERIENCE TRAINING

MATERIALS

TEXT

It is important to recognize that students with exceptional needs seldom approach work experience education with a job in hand. WEE must offer an individualized approach. This starts with the creation of two levels of training:

Work Training Phase--Which Leads To--The Employment Phase

The work training phase is for students with little or no work skills. Work training stations are non-paid WEE job sites which serve to develop and evaluate social adjustment and job task skills. Essentially, these are "exploratory" WEE opportunities. These stations may be located on or off campus. Students are placed according to prior vocational assessment. Work training stations can be located in profit or not-for-profit sites. Telephone yellow pages, parents, EDD (Employment Development Department), the Chamber of Commerce, charitable agencies, civic organizations, and the Department of Rehabilitation are excellent resource networks.

Developing the Work Training Station

Following student vocational assessment and identification of potential work training stations, the WEE coordinator is ready to meet with potential work site supervisors to both give and obtain information. Information which would be given to the supervisor includes:

Overhead V-A-1

- Purpose of the Program;
- Student Capabilities;
- Hours a Day and Days Per Week a Student Can Work;
- Insurance/Liability Considerations;
- Program Flexibility; and
- Supervisory Hints (see Appendix F).

NOTE:
You may want to refer participants to Appendix F.

MATERIALS

Overhead V-A-2

TEXT

Information which would be acquired from the supervisor includes:

- Work Site Prerequisites (Age, Clothing, Skills, etc.);
- Hours and Days of Work;
- Task Analysis or Job Description;
- Architectural Barriers;
- Name and Phone Number of Supervisor;
- Safety Factors; and
- Quality and Quantity of Supervision Given.

Following an initial contact with a potential station, an individual 5 x 8 Job Site Information Record card can be filled out. That information may include: sponsor's name, phone number and address, number and titles of training positions, criteria for training placement, immediate supervisor's name, contact person, students placed, and date this record is updated.

Students should also be encouraged to seek their own work training sites and jobs. The WEE coordinator and special educator can both help explain to the student where and how to find jobs.

Placing the Student

The time devoted to the prior steps will usually determine the success of a placement. There are no shortcuts. A successful work training experience for a student is of primary importance. Maintenance of good relations with new and old training sites is also critical. Due consideration must be given to placing the first students in newly developed sites. Placement activities follow no consistent order but would include the following:

- Informing Students of the Site Selected
- Communicating with Parents
- Communicating with Special Education Personnel

WORK EXPERIENCE TRAINING

MATERIALS

TEXT

- Selecting a Date to Begin and Arranging for an Interview
- Checking Transportation Schedules
- Determining the Weekly Work Schedule. (Assuming a minimum placement of 10 hrs./wk. for 10 credits, an advantage emerges if the student works 2-1/2 hrs./day and 4 days a week. The student can then use the 5th day as a make-up day for absences.)
- Informing the Work Site Supervisor 24 Hours Prior to Placement

Every student should be given a WEE ID card which must be in their possession at all times. A sample is found in Appendix H.

Regardless of the time accounting procedure in use at the work training site, the student should be expected to complete, keep up-to-date, and return a time sheet to the WEE coordinator at least every 15 days. A sample time sheet is found in Appendix I.

On the first day of work, it is suggested that the student be accompanied by the WEE Coordinator. (Hearing impaired students may need an interpreter and some students with physical disabilities may need a mobility attendant.)
This accompaniment will help put the student and training site supervisor at ease. Also, transportation schedules can be worked out. Some students may need to be accompanied several days until they adjust to their job station.

Mobility training and implementation is particularly important to a student's success on the job. Class related instruction can be held on several aspects of this: pedestrian responsibilities and rights, drivers education training, hitchhiking. It should be noted that WEE Coordinators are personally responsible for insuring safe student transit to and from job stations.

WORK EXPERIENCE TRAINING

MATERIALS

TEXT

Prior to beginning work a final briefing is completed. This can be done in a related class and would cover the following items:

- Work Site Responsibilities
- Cleanliness/Grooming
- Machinery/Tools that will be used
- Clothes and Equipment to Wear
- Appropriate Greetings and Handshakes
- Carrying Appropriate Work Related Information (Social Security card, bus pass, school ID card)
- Interviewing Skills
- Transportation Arrangements
- Personal Money
- What To Do In Case of Emergencies
- Filling Out Time Sheets and WEE Enrollment Forms
- Work Site Organizational Chart, Titles, Names, and Relationship to the Student
- Calling in when Absent or Late

Work Site Visitation

How often to visit a work site should be determined by the individual needs of the student and work site supervisor. The student's strengths and deficits should be considered in structuring these visitations.

It is important that the student and supervisor be at the work site when the coordinator visits. Both may need support and praise. These visits serve educational as well as public relation needs.

Following the date of entry, the next on-site visit should be made within five to seven days. Visits after that should be at least every three to four weeks. Occasionally a phone call to the work site is appropriate but this should never take the place of an on-site visit.

WORK EXPERIENCE TRAINING

MATERIALS

TEXT

Information obtained during work training station visits and all work related activities must be kept in individual student files. An anecdotal or check list system can be used. This information could include the following:

- The student's attendance and promptness
- Tools and machines the student has used
- Transportation problems
- Relationships with co-workers and supervisor
- Physical problems in performing tasks
- Does the student ask questions when confused?
- If late or absent, did the student call in?
- Has the student kept the supervisor informed when tasks are completed?
- Speed or rate of work
- Does the student demonstrate an appropriate breaktime routine?

Assessment of Work Progress

A formal evaluation form could be completed by the work supervisor. It should be simple and not time consuming. Appendices I and L are examples of evaluation forms. These forms can be supplemented when each on-site visit is made. Progress and attendance in class related instruction should be included.

Rotation of Work Training Sites

The circumstances surrounding the need for a move to a new work training site should determine the next step. If a student has been removed due to poor performance, related classroom intervention is needed.

If the work training station was not appropriate and the lack of student success was not the student's responsibility, then a new, more appropriate training site

MATERIALS

TEXT

should be arranged as soon as possible. Notation should be made on the job card index that may help new student trainees on that site in the future.

Regardless of the reason for a move, the exploratory training phase of work experience education must have built into it the intentional rotation of students from one training site to another or into regular paid employment. Students gain security as they progress and learn saleable skills. To ease transition into a new site, students should be aware of the advantages of gaining a wide variety of skills and experiences in future employment opportunities and the purpose of their participation in the WEE program.

Note:
You may want to refer participants to Appendix J.

As the student completes each exploratory phase, it is important that the supervisor be shown appreciation. A visible way of doing this is with a "Certificate of Appreciation." See Appendix J.

Problems on the Job

If a student or the supervisor is unhappy with the placement or it becomes obvious that the training station is not appropriate and these differences cannot be worked out, the student should be moved. The student must know those aspects of performance which were not appropriate and why. If the station was not appropriate, this also should be explained to the student. A plan of action is then made for the next job try-out or necessary classroom remedial activities.

It is vitally important that the WEE Coordinator and Special Educator keep in contact with the student's parents throughout this vocational training process. All work-related moves must be discussed with parents. The total IEP team can work to modify behaviors that block success on the job.

EMPLOYMENT

OUTCOMES:

Participants will increase their knowledge of the employment phase.

Participants will learn and practice a system for developing and recording potential employment sites.

STRATEGIES:

The key points included in the topic Employment are:

- Maximum effort needed to place skilled student in paid employment.
- Keys to success - ability to sell and knowledge of the community.
- Locating employers.
- Organizations which can help.
- Tips on effective job development.

Training strategies which can be used separately or in combination to present the key points include:

Strategy A:	Presentation with discussion - Employment.
Strategy B:	Brainstorming tips/ideas techniques for developing paid employment sites.
Strategy C:	Learn and practice opportunity. Identify and inventory employment sites.

EMPLOYMENT

STRATEGY A: Presentation

PROCESS:

1. The trainer reviews the information provided in Key Concepts and develops a presentation, highlighting the key points with overhead transparencies.
2. Throughout the presentation, participants are encouraged to share effective techniques they have used.
3. Co-trainer adds the techniques to those already listed on the transparencies provided.

MATERIALS:

- Key Concepts
- Overhead Transparencies

  Where Do I Look? - O.H. VI-A-1
  Which Organizations Can Help? - O.H. VI-A-2
  Tips on Effective Job Development - O.H. VI-A-3

TIME: 20-30 minutes.

WHERE DO I LOOK?

- TELEPHONE BOOK YELLOW PAGES
- CHAMBER OF COMMERCE BUSINESS DIRECTORY
- COMMUNITY SERVICE PAMPHLETS

OTHER:

WHICH ORGANIZATIONS CAN HELP?

CONTACT:

-

-

-

O. H. VI-A-3

TIPS ON EFFECTIVE JOB DEVELOPMENT

●

●

●

●

EMPLOYMENT

STRATEGY B: Brainstorming

PROCESS:

1. Trainer reviews information provided in Key Concepts
2. Trainer introduces the activity by stating: "Students with exceptional needs who have acquired the needed social and job skills may be placed in paid employment before graduation." Maximum effort must be made to place that student in a job. Typical concerns of the WEE Coordinator in developing employment sites are often conveyed in questions such as "Where do I look?" "Which organizations can help?" and "What are some effective ways of developing jobs?" "We would like you to think about the ways you have answered these questions."
3. Trainer lists the questions on chart paper and asks participants to form small groups.
4. Trainer instructs participants to choose one or more of the questions, brainstorm ideas/techniques and record responses on chart paper.
5. Trainer may want to use O.H. VI-B to review the purpose and rules of Brainstorming.
6. After 10 minutes, trainer instructs each group to select the brainstormed ideas/techniques that members agree are the most useful and workable.
7. Trainer asks each group to report the ideas/techniques that have been chosen.
8. Trainer records these ideas/techniques and posts the chart so that it is available during the Action Planning Activity.

MATERIALS:

- Key Concepts
- Overhead Transparency
  Brainstorming - O.H. VI-B
- Chart paper and markers

TIME: 20-30 minutes.

O. H. VI-B

"Brainstorming"

PURPOSE:

- TO CREATE A GREAT NUMBER OF IDEAS WHICH LEAD TO MORE QUALITY IN THOSE IDEAS
- TO OPEN PEOPLE UP TO SHARING IDEAS WITHOUT FEAR OF CRITICISM
- TO ENABLE MEMBERS OF GROUP TO BUILD ON EACH OTHERS' IDEAS

RULES:

- NO CRITICISM . . . ALL IDEAS ARE ACCEPTED
- IDEAS SHOULD BE FREE WHEELING . . . AS WAY OUT AS YOU WANT TO MAKE THEM
- BUILD ON THE IDEAS OF OTHERS . . . SOMEONE MAY GIVE YOU AN IDEA YOU CAN ELABORATE UPON

EMPLOYMENT

STRATEGY C: Learn and Practice Opportunity - Identify and Inventory Employment Sites

PROCESS:

1. The trainer introduces the activity by stating: "Obtaining information on employment opportunities to which students can be referred is one of the major responsibilities of the WEE Coordinator. Contact with businessmen and women to inform them of the service is critical to the success of job development. Some job development activities which have been effective are:

   Personal contact with individual employers at their business.
   Mailings - a good preliminary step before making personal contact.
   Speaking engagements to civic groups.
   Newspaper and radio spots.

   Once employment sites have been identified, it is important to set up a system for keeping track of which employers are looking for employees and what they are looking for. One system that has been found useful in identifying and inventorying employer information is an index card file. The use of an index card format enables you to store large amounts of information. The following is a suggestion for developing your own Employment Site Data Card File."
2. Using O.H. VI-C and a telephone book or directory, the trainer illustrates how to complete an Employment Site Data Card.
3. Distribute 5 x 8 index cards and local telephone books or local Chamber of Commerce Directories.
4. Ask participants to scan the yellow pages or the directories to identify potential job sites and fill out at least three index cards.
5. Debrief activity by asking participants to share any systems that they have developed to identify and inventory employment sites.

MATERIALS:

- Overhead Transparency
  Employment Site Data Card - O.H. VI-C
- Local telephone books (prior to training, request that participants bring telephone books and directories)
- Local Chamber of Commerce Business Directories
- Package of 5 x 8 index cards (3 times the number of participants)

TIME: 20-30 minutes.

EMPLOYMENT SITE DATA CARD

Type(s) of Position(s) ______________________________

____

Employment Site ______________________________

Phone Number (___) ______________

Address ______________________________

____

Contact Person ______________________________

Appropriate for (student, grade level, required skills, etc.) ______________

____

Record of Contacts:

Date	Student Placed	Position
______	______________	______________

EMPLOYMENT PHASE: FOR STUDENT WITH ENTRY LEVEL WORK SKILLS

MATERIALS

TEXT

Placing Student in Private Industry

The acquiring of social and job skills by students with exceptional needs may lead to placement in an employment station before graduation. When the student has developed sufficient skills, a maximum effort must be made to place that person in a job. Assessment results will determine when a student is "job ready."

Finding non-paid training stations in governmental, not-for-profit locations or private business is easier compared to locating paid employment stations. A key to success is the salesmanship of the WEE Coordinator as a job developer and the coordinator's knowledge of the community, businesses, and proprietors. It is a selling job -- selling a now qualified student whose disability is irrelevant to becoming a productive employee for that business.

It is important to have specific documented information about the student's strengths and weaknesses. Teen Makowski, in a handbook on "Mainstreaming in Work Experience Education" points out:

> "It is important to know if a student can work in a high pressure setting like fast food service; or if they are able to make change; or if they are able to work in a job that requires dealing with customers. If there are not enough job requests that are appropriate, check with familiar employers to see if they will consider a special education student. Encourage the students to seek their own job, by explaining where and how to find jobs."

EMPLOYMENT PHASE: FOR STUDENT WITH ENTRY LEVEL WORK SKILLS

MATERIALS

TEXT

Common Questions in Developing Employment Sites:

Where Do I Look?

Overhead VI-A-1

Analyze the student's skills and then look at those obvious businesses that can utilize those skills in their entry level hiring. You can canvas the community in the office by using the telephone book yellow pages and the Chamber of Commerce Directory of Businesses. Look at those businesses that typically hire youth, have a high turnover or have service-type entry level positions. Don't overlook union shops. Agreements can and are being made with unions for job placement.

Work experience education is not the only program available to students through which they can have a direct, supervised experience with the world of work. Other programs are:

ROP/ROC

These programs are run by county offices of education or district consortia. Throughout California, many regional occupational programs or centers which provide vocational skills training have been developed. It is important that the students be placed according to their ability and interest. ROP/C teachers must be made aware of any modifications the student may need. The first step to exploring the admittance of a special student into an ROP/C is to talk with the ROP/C counselor on the high school campus. The specific vocational instruction available to students through ROP/C averages 10 to 15 hours per week, three hours per day.

EMPLOYMENT PHASE: FOR STUDENT WITH ENTRY LEVEL WORK SKILLS

MATERIALS **TEXT**

CETA

Federal Comprehensive Employment and Training Act funds are available to pay students. School districts are involved with CETA in different ways and their work programs vary. Basically, students receive minimum wage and school credit for 10-15 hours of work per week. Work locations are found by CETA personnel and students are assigned based on their interests and abilities.

Overhead VI-A-2

What Organizations Can Help?

Contact organizations, parents, friends, newspapers, service clubs, and any groups that support affirmative hiring practices. Contact the local California State Employment Development Department (EDD) and the Governor's Committee on Employment of the Handicapped. The National Association for Retarded Citizens has an on-the-job training program (NARC-OJT) which will reimburse the employer some of the wages paid to a student who is mentally retarded. (See Appendix K.)

Overhead VI-A-3

What Are Some Effective Job Development Techniques?

The keys to job development success are doing the homework and salesmanship. Talk the employer's langage, leave your card, patronize the business. Emphasize the quality of the students you are working with. Do not sell students short. Have a resumé of local businesses that are already participating in the program. Wherever a personal contact is made, record it on the 5 x 8 Employer Site Data card. Stay in contact with potential employers and arrange press releases and events to acknowledge their support.

WHAT HAPPENS AFTER GRADUATION?

OUTCOME:

Participants will increase their understanding of the importance of networking with other agencies, organizations, and schools to support the student's transition from the school to the community.

SUGGESTED LEAD TRAINER: Work Experience Education Coordinator

STRATEGIES:

The key points included in the topic "What Happens After Graduation?" are:

- Communication with parents, counselors, specialists, and case workers is fundamental to successful transition.
- WEE Coordinator and Special Educator must plan support systems for each graduate at least one semester before graduation.
- Community service agencies/organizations, adult schools, etc. can provide supportive services after graduation.

Training strategies which can be used separately or in combination to present the key points include:

Strategy A:	Presentation with discussion - "What Happens After Graduation?"
Strategy B:	Panel presentation by representatives of community service agencies, private and not-for-pay businesses, Enabling Centers, ROP/ROC centers, adult schools, and the California Employment Development Department.

WHAT HAPPENS AFTER GRADUATION?

STRATEGY A: Presentation

PROCESS:

1. The trainer reviews the information provided in Key Concepts and develops a presentation, highlighting main points with an overhead transparency.
2. Throughout the presentation, participants are encouraged to share the strategies they have used to support students after graduation.
3. Co-trainer can record the strategies which can serve as a resource.

MATERIALS:

- Key Concepts
- Overhead Transparency
  Planning Individual Support Systems - O.H. VII-A

TIME: 20-30 minutes.

PLANNING INDIVIDUAL SUPPORT SYSTEMS

WEE COORDINATORS AND SPECIAL EDUCATORS CAN NETWORK WITH:

- DEPARTMENT OF REHABILITATION
- COMMUNITY COLLEGE/UNIVERSITY
  - ENABLING CENTERS
- ADULT SCHOOLS
- REGIONAL CENTERS
- ORGANIZATIONS
  - GOOD WILL INDUSTRIES OF AMERICA, INC.
  - EASTER SEAL SOCIETY, INC.
- ROP/ROC'S
- EMPLOYERS

WHAT HAPPENS AFTER GRADUATION?

STRATEGY B: Panel Presentation

PROCESS:

1. The trainer contacts local community service organizations and agencies, community colleges, adult schools, etc. to request a representative who is willing to participate in a panel discussion. (Refer to Topic VII, Key Concepts, for other organizations and agencies to be contacted.)

2. The trainer introduces the panel by stating:
"Continuity of services from K-12 to adult years is often neglected. Frequently graduates sit at home for years and the successful placements lose a job and don't know where to turn. School districts can cooperate with adult education, community colleges, and training institutions by coordinating curriculum development and the flow of complete IEP objectives for successful outside placement. The WEE Coordinator and Special Educator must begin planning individual support systems for each graduate at least one semester before graduation. The organizations, agencies, and schools represented on this panel are key to the networking needed to assure the successful transition of the student."

3. The trainer introduces and asks each panel member to describe the services, programs, or assistance the organization/agency can provide. Panelists should also be asked to bring multiple copies of pamphlets or brochures which describe the services of the organization/agency.

4. Once each panelist has completed his/her description, the trainer asks panelists and participants to discuss the experiences they have had in assisting student transition.

MATERIALS:

- Key Concepts
- Pamphlets, brochures if available from the various agencies, schools, and organizations

TIME: 30-40 minutes.

WHAT HAPPENS AFTER GRADUATION?

MATERIALS

TEXT

Continuity of services from K-12 to adult years is often neglected. Frequently graduates sit at home for years or the "successful" placements lose their job and don't know where to turn.

Appropriate school records can be released to a public or private agency when a referral is made. A ninety-day follow-up check can be made to see if the graduate is receiving appropriate services and if any further assistance from the school is necessary.

Before graduation, it is recommended that an exit conversation be held with every student. Summary information is also shared at the final IEP conference. This is an appropriate time to review with students their work progress and determine the type of future assistance needed. The WEE Coordinator can give each student a letter of recommendation based upon the progress the student has made.

School districts can cooperate with adult education, community college, and training institutions by coordinating curriculum development and the flow of completed IEP (Individualized Education Program) objectives to ensure successful educational transition. A needs assessment, and an individual and district Action Plan can help facilitate this inter-agency coordination.

Parents, rehabilitation counselors, and regional center counselors are key persons during this transition. The sooner they are involved in post-graduation planning, the easier the change will be for the student.

WHAT HAPPENS AFTER GRADUATION?

MATERIALS

Overhead VII-A

TEXT

The WEE Coordinator and special educator must begin planning individual support systems for each graduate at least one semester before graduation. The following organizations, agencies, centers, and schools can be part of the support system:

1. Department of Rehabilitation
   It is suggested that the supervisor of the Department of Rehabilitation (DR) office serving your community be contacted and informed about the number of graduates, their current level of vocational competence, and their predicted needs following graduation. A request should then be made to have a DR counselor assigned who will meet with the seniors to inform them of DR's services.

   During the initial group meeting, counselors often distribute intake applications. The seniors and parents should be fully briefed about the role of the Department of Rehabilitation, reasons for the meeting, and the importance of the applications.

   The DR Counselor will want to follow up with individual meetings as appropriate. The client/counselor relationship will either be formalized or terminated.

   The WEE Coordinator can monitor the return of the applications to the DR Counselor and the subsequent effectiveness of the counselor's work with the post-graduates. The coordinator should also impress upon the parents of the graduates the importance of working closely with the DR.

WHAT HAPPENS AFTER GRADUATION?

MATERIALS

TEXT

2. Community College/University referral

   Colleges throughout California have responded to the needs of enrollees with exceptional needs by creating Enabling Centers. These Centers are staffed with persons whose role it is to assist college students with handicaps to successfully meet every phase of their college experience. Referring high school graduates well in advance of their graduation to the Enabling Center of their chosen college is highly recommended.

3. Employment

   Some graduates will secure their own employment on their own or through the help of family and friends. Others may have been placed in a part-time work experience employment position by the WEE Coordinator and they will find themselves being offered the opportunity to continue working after graduation on a part or full-time basis. A ninety-day follow-up should be made either by telephone or with a questionnaire mailed to the student or the employer.

4. Regional Centers/Other Organizations

   A Regional Center is the one agency in the community that helps persons with developmental disabilities of any age and their families use all essential public and private services to meet their special needs. The Regional Center provides services in:
   - information and referral,
   - diagnosis and evaluation,
   - counseling,
   - lifelong planning with periodic re-evaluation,

WHAT HAPPENS AFTER GRADUATION?

MATERIALS

TEXT

- continuous 24 hour out-of-home care planning,
- placement and follow up,
- expert testimony for regional center clients appearing in courts,
- guardianship,
- community education,
- consultation to public and private agencies,
- financial assistance for purchase of necessary services.

Services include transportation, adult activity, and workshop services. Regional centers house the Office of Habilitation Specialist from the Department of Rehabilitation to aid in DR referral. Most services are free.

Other Organizations
These organizations serving persons with exceptional needs can also be contacted to explore their services for graduates. These include:

- Goodwill Industries of America, Inc.
- Purple Heart, Inc.
- Local sheltered workshops, work activity, and activity centers
- Easter Seal Society, Inc.

5. California Employment Development Department (EDD)
The California State Employment Development Department can assist in identifying jobs for which a graduate might qualify. Contact should be made well in advance of graduation. Each county has a Local Service Center.

6. Adult schools
Many school districts have developed adult programs specifically for students with exceptional needs. Adult programs in general should not be overlooked. Curricular needs can be coordinated by high school and adult school staff.

WHAT HAPPENS AFTER GRADUATION?

MATERIALS

TEXT

Years and years of preparation will mean little if there is no follow through by the public schools with referral agencies, employers, and the student. This networking will reduce the numbers of students who graduate into adult life unprepared and lacking a support system.

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION

OUTCOMES:

Participants will increase their understanding of the concerns, issues, or barriers related to participation of students with exceptional needs in work experience education.

SUGGESTED LEAD TRAINER: Special Education Trainer

STRATEGIES:

Key points included in the topic "Issues and Considerations" are:

- Obstacles which may prevent students with exceptional needs from participating in work experience education often center around issues of transportation, personnel, and funding.
- Suggestions and accommodations which can overcome these obstacles.

Training strategies which can be used separately or in combination to cover these key points include:

Strategy A: Presentation with discussion - Issues and Considerations

Strategy B: Activity - Analysis of Issues and Considerations

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION

STRATEGY A: Presentation with Discussion - Issues and Considerations in Implementing a Work Experience Education Program

PROCESS:

1. Trainer reviews Key Concepts provided and develops a presentation.
2. Throughout the presentation, the trainer asks participants to share their ideas about the issues and considerations being presented.
3. The Co-trainer can record these responses on an overhead transparency or chart paper and have the list available for the Action Plan session.

MATERIALS:

- Key Concepts
- Overhead Transparency
  or
  Chart paper and markers

TIME: 20 minutes.

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION PROGRAMS

STRATEGY B: Analysis of Issues and Considerations

PROCESS:

1. The trainer introduces the activity by stating:

   "In an attempt to implement work experience education for students with exceptional needs we have encountered various obstacles. These obstacles often center around the issues of transportation, personnel, and funding. We would like to take time to record the thoughts and information you have about these issues."

2. The trainer lists the following topics with sample issues on chart paper or transparency:
   - Personnel
     - Student : Coordinator ratio
     - Support staff
   - Funding Mechanisms
     - Operational Budget
     - Student Stipends

3. Ask participants to form groups and assign a topic to each group.

4. Ask each participant to take 5 minutes to write down his/her perception of the issue, i.e., What's involved?, What is the cause of the problem?, When does it happen?

5. After 5 minutes, distribute chart paper and the directions to the activity. Review the following steps:

   a. Each member is to state his/her thoughts to the small group. Other members may only ask questions necessary to assure their understanding.

   b. A group recorder lists the ideas of each member on chart paper.

   c. Groups take brainstormed issues and do one of the following:

      1. Make a new summary list that includes all of the issues but eliminates duplication.

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION PROGRAMS

2. Selects three or four issues that they think are most worthy of further exploration.
3. Votes to determine five most important issues and lists them on paper. [Voting is done by having each participant select five issues and rank them in order of personal priority. Tally the individual votes and list those issues that received highest number of votes.]

d. Recorder lists these selected issues on the chart paper and prepares to report to the large group.

Time Limit: 20 minutes.

6. After 20 minutes, trainer asks each group to report the issues selected. Co-trainer records the issues on chart paper.

7. During the Action Plan activity, participants can brainstorm and select solutions to the issues.

MATERIALS REQUIRED:

- Activity Directions - Analysis of Issues and Considerations - H.O. VIII-B-1
- Chart paper for each group and markers

TIME: 40-50 minutes.

Activity Directions
Analysis of Issues and Considerations

Steps to Completion:

1. Each member states brainstormed ideas to group.
2. Group recorder lists each person's ideas on chart paper.
3. Group reviews information and does one of the following:
    - Makes new summary list that includes all of the issues, but eliminates duplication.
    - Selects 3 or 4 issues that they think are worthy of further exploration.
    - Votes to determine 5 most important issues. [Voting is done by having each person select 5 issues and rank them in order of personal priority, tally the individual votes and list those issues that receive the highest number of votes.]
4. Recorder lists these selected issues on chart paper and prepares to report to large group.

TIME LIMIT: 20 minutes.

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

Overhead Transparency or Chart paper

TEXT

Transportation

Transportation is perhaps the greatest obstacle for placing students with special needs in work experience education. Those towns which have public transportation may have infrequent service or buses may fail to serve the areas where work stations exist. It may be a physical impossibility for some students to board public transportation. Parents and relatives may be working or lack transportation themselves and are unable to help the student get to work. Coordinators are cautioned to be thorough in planning out the transportation requirements for their students. The best solution to transportation problems may be for the school district to assume the responsibility or contract with a private transit company to provide bus service. Perhaps, district transportation could deliver the student to the job station and the parent could pick up. Each student is to be considered individually. A primary program objective must be to help students establish their independence with respect to mobility and transportation. Assistance in providing their transportation to a work site should only be considered when other alternatives, such as walking, riding a bike, or using other safe and reliable means, have been exhausted.

Personnel

In both large and small high school districts, the WEE Coordinator with the help of the special educator can include additional students in work experience education. A special education class teacher could be assigned two or more periods per day to devote to placement of WEE students. Instructional aides and parents could also be utilized to increase the numbers of students served.

In a large district where the number of students with exceptional needs exceeds 45, a full-time WEE Coordinator is

MATERIALS

TEXT

recommended. By law the WEE Coordinator/student ratio is 1 to 125. This is not realistic for the needs of special education students. Special funding is needed to support more workable student loads and guarantee mainstreaming.

In large programs, support staff will be needed to issue work permits and to process other types of paperwork that are part of the program. An additional part or full-time job development staff member is a tremendous asset when the budget allows.

Many Special Education teachers do not deal with nor may they be trained in teaching vocations, careers, on-the-job behaviors, and interpersonal relationships. The WEE Coordinator and special educator can learn from each other.

Funding

There is no simple solution to funding. The budget is a result of the school district or county office of education's local planning priorities. Vocational and special education programs may use Designated Instruction and Services funds to provide specially designated vocational and career development. Career education funds could be used when designated in a grant.

Secondary school districts can receive funds pursuant to the Educational Amendments of 1976 (PL 94-482 and PL 95-40), Title II, Vocational Education Act. These funds are matched with general special instruction, vocational guidance, and counseling. These funds are available on a limited basis for county offices, Regional Occupation Programs and Centers, as well as secondary schools.

In addition, there are funds available in local Comprehensive Employment and Training Act (CETA) amendments of 1978 (PL 95-524) through local prime sponsors and private industry councils. Some funds are available through the

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

TEXT

State CETA office. EDD (Employment Development Department) also administers the California Worksite Education and Training Act (CWETA), effective through September 1982. CWETA, in coordination with other state agencies and CETA prime sponsors, develops training programs for sapecific jobs in the community, which meet labor demands of employers who must commit to hiring trainers. Other local and state funds exist for education programs through private industry, service clubs, such as Easter Seals Society, Soroptimists, Rotary, Elks, Lions, Kiwanis, unions, and retirement funds; grants from such corporations as the Ford Foundation, and other community organizations. NARC-OJT (National Association for Retarded Citizens - On the Job Training) funds can also be used.

Incentive Stipends

It is legal for school districts to provide their students with an incentive stipend for working. The philosophy of "paying" the students has an educational and practical rationale. Students will normally incur expenses while working. Their clothes wear out. Certain items of clothing may be required, e.g., hair nets, safety-toed shoes, gloves, or aprons. They may have to pay for public transportation. While on the job, the social aspects of work are as important as gaining specific skills, so when co-workers take a break, the students should be able to go along and afford a snack. Money paid as an incentive stipend can be based on the hours or days worked.

The stipend can vary in amount. A student just starting work may receive one amount while a student who is on a second or third work training assignment may receive more.

SSI: Supplemental Security Income

Students with exceptional needs on SSI need not risk losing their SSI as a result of working for pay. The regulations concerning SSI are complex and are applied individually.

ISSUES AND CONSIDERATIONS IN IMPLEMENTING WORK EXPERIENCE EDUCATION PROGRAMS

MATERIALS

TEXT

Persons may earn up to $65 a month or $195 a quarter without having any deductions from their SSI check. For every $2 earned over the above amounts, $1 is deducted from the SSI grant until the entire check is gone. Work related expenses involved, e.g. public transit and special tools, are taken into consideration before any deductions are made.

There is a "trial work period" which extends from 2-9 months. During this time, judgments are made regarding the productivity of the employee compared with other non-handicapped workers. It is possible that an "extended period of eligibility" for SSI or up to 15 months and beyond may be granted.

Students who are receiving SSI should be aware that many evaluations are made over a long period of time to establish their ability to compete and hold a job before their SSI is terminated. A Social Security case worker is responsible for these evaluations. If it is terminated and is again needed, the individual can apply. If they meet the criteria (i.e., a severe physical or mental impairment for one year or longer) then they can be reinstated.

For further information, contact the nearest Social Security Administration office and also pick up the following pamphlets:

What you Need to Know About SSI
SSI for the Aged, Blind and Disabled
SSI for Disabled or Blind Children
1980 Disability Amendments - A training Guide for Vocational Rehabilitation Counselors

COOPERATIVE WORK EXPERIENCE EDUCATION

OUTCOME:

Participants will clarify their understanding of the responsibilities of the WEE Coordinator and the special educator in developing and implementing a cooperative work experience program.

SUGGESTED LEAD TRAINER: Special Education Trainer

STRATEGIES:

The key points included in this topic "Cooperative Work Experience Education" are:

- Cooperative efforts of the WEE Coordinator and the special educator increase the student's chances of a successful work experience.
- Clarification of roles leads to a better understanding of the ways special educators and WEE Coordinators can assist each other.

Training strategies which can be used to present the key points include:

Strategy A: Presentation - Cooperative Work Experience Education

Strategy B: Role Clarification Activity - Level of Responsibility

COOPERATIVE WORK EXPERIENCE EDUCATION

STRATEGY A: Presentation

PROCESS:

1. Trainer reviews information provided in Key Concepts and develops a presentation.

2. During the presentation the trainer asks participants to describe the role and responsibilities of parents, work experience coordinators, and special educators. Overhead transparencies IX-A-1 and IX-A-2 are provided so that the trainer can list these ideas.

3. Throughout the presentation, participants are encouraged to discuss their perception of the roles and responsiblities.

MATERIALS:

- Key Concepts
- Overhead Transparencies
  Parent Support - O.H. IX-A-1
  Cooperative Efforts - O.H. IX-A-2

TIME: 20-30 minutes.

PARENT SUPPORT

PARENT PARTICIPATION MAY HOLD THE KEY TO A STUDENT'S SUCCESS. PARENTS CAN PARTICIPATE BY:

- PROVIDING IDEAS FOR JOB PLACEMENT SITES
- BECOMING A MEMBER OF VOCATIONAL ADVISORY GROUPS
-
-
-
-
-
-
-

COOPERATIVE EFFORT

COOPERATIVE PLANNING AND IMPLEMENTATION BY THE WORK EXPERIENCE EDUCATION COORDINATOR AND SPECIAL EDUCATOR CAN BE ACCOMPLISHED BY:

- SHARING JOB SITE VISITATIONS
- DEVELOPING APPROPRIATE CURRICULUM
-
-
-
-
-
-

COOPERATIVE WORK EXPERIENCE EDUCATION

STRATEGY B: Role Clarification Activity - "Level of Responsibility"

PROCESS:

1. Trainer introduces the activity by stating:

   "Most secondary students with exceptional needs can participate in work experience education. The quality of that participation depends upon the degree of cooperation between parents, special educators, work experience coordinator, and the student. Cooperative planning and implementation by the work experience coordinator and the special educator can increase the student's chances for success in the world of work. An essential ingredient in any cooperative effort is a clear understanding of the responsibilities each person has in performing his/her work. The following activity provides you with an opportunity to clarify and discuss your perceptions of the role of the special educator and the work experience coordinator in providing work experience education for students with exceptional needs."

2. Trainer assigns an equal number of special educators and work experience coordinators to small groups.

3. Trainer distributes the Level of Responsibility Activity Directions and Worksheet and explains the levels of responsibility. (Refer to the worksheets for an explanation of each level.)

4. Trainer instructs participants to read directions and complete the worksheets independently during the next 10 minutes.

5. Once participants have completed the assignment, ask participants to select a recorder to tally the individual responses on a blank worksheet. The tally should reflect the role of the person responding.

COOPERATIVE WORK EXPERIENCE EDUCATION

On a chart or board, illustrate the following method for recording.

Function	Levels of Responsibility		
	(1) Complete	(2) Assist	(3) Consult
A. Participates as a decision making member of IEP team.	Special Educator ✓✓✓✓ Work Experience Coordinator ✓✓	Special Educator ✓	Work Experience ✓✓✓

6. After all responses are recorded, ask facilitator to lead a 20-25 minute discussion of the following:
   - general areas of agreement
   - significant areas of disagreement
   - major alternative perspectives

7. After 20-25 minutes, ask facilitator from each group to summarize their discussion.

8. Co-trainer records areas of general agreement, significant disagreement, and alternative perspectives.

NOTE: Perceptions of roles and responsibilities discussed and recorded during this activity could be one of the areas addressed in the Action Plan session.

MATERIALS:

- Copies of Level of Responsibility Activity Directions - H.O. IX-B-1
- Copies of Level of Responsibility worksheet - H.O. IX-B-2
- Chart paper and markers or
- 1 blank overhead transparency

TIME: 40-50 minutes.

LEVEL OF RESPONSIBILITY

Directions:

In your role as a Special Educator or WEE Coordinator, check the level of responsibility you have in the 12 listed functions. Be prepared to share your responses with the group.

Time Limit: 10 minutes.

Level of Responsibility

Level 1 - Complete

- primary person responsible for completing the function
- person does the greatest amount of actual work

Level 2 - Assist

- person assists in the actual work of the person with the primary responsibility

Level 3 - Consult

- person consults by giving information to or receiving information from person with primary responsibility

ROLES OF WEE COORDINATOR AND SPECIAL EDUCATOR IN WORK EXPERIENCE EDUCATION

	Levels of Responsibility		
Functions	1. Complete	2. Assist	3. Consult
A. Participates as a decision making member of the IEP team.			
B. Completes vocational assessment activities.			
C. Makes work-site visitations.			
D. Provides class related instruction.			
E. Finds a job for the student.			
F. Provides information about community services available after graduation.			
G. Provides mobility training to student.			
H. Provides instruction on interview techniques.			
I. Communicates with parents.			
J. Plans career/vocational education curriculum.			
K. Instructs student in filling out job related paper work.			
L. Recruits students for Work Experience Education			

COOPERATIVE WORK EXPERIENCE EDUCATION

MATERIAL

TEXT

Most secondary students with exceptional needs can participate in work experience education. The quality of that participation depends upon the degree of cooperation between parents, special educators, work experience coordinator, and the student.

Parent Support - The Important Ingredient

Overhead IX-A-1

The student's parents must be kept informed to ensure the student's success in moving toward independence with appropriate academic, social, and job skills. The parents' positive participation may hold the key to the success for a student. Their willingness to help with transportation emergencies, purchase of needed clothing, adjustment of family routines, and having needed family discussions can often mean the difference between holding or losing a job. Parents can provide ideas for job placement sites. They are often an untapped resource.
Parents should be encouraged to participate on vocational advisory groups. Films, group discussions, and other inservice tools can help parents understand their role in the work experience education process.

Cooperative Efforts

Overhead IX-A-2

Cooperative planning and implementation by the work experience coordinator and the special educator can increase the student's chances for success in the world of work. Essential to any cooperative effort is a clear understanding of the responsibilities each person has in performing his/her work. The expertise of the WEE Coordinator and the special eaducator can assist each person to provide a comprehensive work experience program.
For example, the special educator can assist the WEE Coordinator and the student by participating in job site visitations. This first hand knowledge of the student's

COOPERATIVE WORK EXPERIENCE EDUCATION

MATERIAL **TEXT**

performance on the job is valuable for relevant classroom planning. Meaningful curriculum content before and after the student is placed is always a high priority for special educators. The work experience education coordinator can be a valuable resource to the special educator by participating in the curriculum planning.

In summary, the work experience education coordinator and the special educator can work cooperatively on many phases of work experience. These phases include assessment, utilizing resources, developing a sequential curriculum, and maintaining or strengthening the student's on-the-job performance.

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

OUTCOMES:

Participants will increase their knowledge of statewide resource networks for developing, improving, and adapting curriculum supporting work experience education.

SUGGESTED LEAD TRAINER: Special Education Trainer

STRATEGIES:

The key points included in the topic, Curriculum Supporting Work Experience Education are:

- accommodations in the existing school program may be needed to meet the needs of special education student
- many model programs are available which demonstrate strategies for including students in vocational education
- numerous materials are available to teach work experience and vocational education
- a network of individuals with expertise is a vital resource
- statewide resource and dissemination centers are a source of information retrieval.

A training strategy which can be used to present these key points includes:

Strategy A: Resource Sharing Session

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

STRATEGY A: Resource Sharing Session

PROCESS:

1. Trainer reviews the Key Concepts and the handouts provided and develops a resource sharing session.
2. Throughout the presentation the trainer refers to and explains the resource handouts which accompany the presentation. See the Key Concepts for a list of the appropriate handouts to mention.

NOTE: Brief Descriptions of each of the resource handouts are provided with this topic. See Key Points of Resource Handouts.

3. As the participants review and discuss the resource handouts, the trainer encourages participants to identify and describe any additional resources that they know of. Participants can be asked to bring samples of these resources to share in the training.

MATERIALS:

- Key Concepts
- Key Points of Resource Handouts, Trainer's Notes
- Resource Handouts
    - Sharing Educational Success through Replication - H.O. X-A-1
    - Sharing Educational Success - H.O. X-A-2
    - Puzzled About Educating Special Needs Students? - H.O. X-A-3
    - 1982 Vocational Materials - H.O. X-A-4
    - A Slice of Life - H.O. X-A-5
    - Project Worth - H.O. X-A-6
    - Whatever it Takes - H.O. X-A-7
    - Reference List: Vocational Education, Career Education, Special Education - H.O. X-A-8
    - California Career Education Dissemination Center Catalogue - H.O. X-A-9
    - Vocational and Occupational Information Center for Educators in California (V.O.I.C.E.) - H.O. X-A-10

TIME: 45 minutes.

KEY POINTS OF RESOURCE HANDOUTS

H.O. X-A-1 - Sharing Educational Success Through Replication

- a description of the Exemplary Programs Unit, California State Department of Education
- participants can contact three resource centers: in Oroville, San Jose, and Downey
- state and federal grant programs are highlighted in 20 minute video tapes (free loan), e.g., Slice of Life, Project Worth
- provides staff development and training for adopters and adapters
- programs covering infant through adult curricula are available

H.O. X-A-2 - Sharing Educational Success

- 13 validated exemplary career education programs described

H.O. X-A-3 - Puzzled About Educating Special Needs Students?

- describes a handbook on modifying vocational curricula for handicapped students
- the handbook has uses for vocational instruction, administration, inter-agency and interpersonal cooperation, preservice education, inservice education, and research
- includes ordering information

H.O. X-A-4 - 1982 Vocational Materials

- annotated list of products and services including curriculum development aids, audio-visual materials, research findings, and consultant services
- includes pricing and ordering information

H.O. X-A-5 - A Slice of Life

- brochure and abstract of a Title IV-C Project in Fremont Union High School District
- the total program can be checked out for preview from your local SERN
- for secondary students with exceptional needs

H.O. X-A-6 - Project Worth

- brochure of a Title IV-C project in the La Mesa-Spring Valley School District
- for elementary students with exceptional needs
- career education and pre-vocational training curriculum

KEY POINTS OF RESOURCE HANDOUTS

H.O. X-A-7 - Whatever it Takes

- three sound filmstrips for vocational teachers and administrators
- focuses on students with exceptional needs and their learning to become more employable
- a part of the total training package, "Puzzled About Educating Special Needs Students?"

H.O. X-A-8 - Reference List: Vocational Education, Career Education, Special Education

- current list of California human resources in many topic areas affecting work experience education
- give them a call!

H.O. X-A-9 - California Career Education Dissemination Center Catalogue

- computerized career education dissemination center
- minimal cost for postage and XEROXed materials
- the single state agency in California that brokers up-to-date career education materials to schools, communities, businesses, and government

H.O. X-A-10 - V.O.I.C.E.

- V.O.I.C.E. is the Vocational and Occupational Information Center for Educators in California
- a joint activity of the community colleges and the State Department of Vocational Education
- it provides instructional materials, audiovisuals, references, text books, learning activity packages, and transparencies
- this is a computerized catalogue and borrower request form
- no cost

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

MATERIALS

TEXT

Many special education students are capable of being placed in the regular work experience education program. Development of an individualized educational plan is required for every student served by special education. Participation in WEE can be a significant part of the IEP for high school 11th and 12th grade special education students. It is essential that the special education and WEE personnel cooperate. It is an underlying assumption that as a team these two professional groups can successfully meet the needs of all students.

Students with exceptional needs are found in regular as well as special education classes. Their needs and values are no different from their non-disabled peers. What is different is that they usually come to WEE with no skill training or job experience. WEE Coordinators and special educators must take a very deliberate approach to include students with exceptional needs in work experience education.

Accommodations in the existing school program must be made to meet the work experience education needs of the special education student. It is the responsibility of the WEE Coordinator and special educator to meet these needs.

Mainstreaming is the practice of establishing procedures to assure that, to the maximum extent appropriate, persons with exceptional needs are educated with persons who are not handicapped. It also means that special classes, separate schooling, and separate programs (i.e., work experience education) occurs only when the nature and severity of the person's need precludes regular classroom education and the use of supplementary aids and services. Many model programs are available across

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

MATERIALS

Handout X-A-1
Sharing Educational Success through Replication

Handout X-A-2
Sharing Educational Success

TEXT

the nation to demonstrate successful strategies for overcoming functional barriers in providing job-related curriculum to students with exceptional needs.

The complexities and implications of recently enacted federal legislation for state and local agencies are substantial. "Mainstreaming" is a common component in all these laws. Most secondary students eligible for special education services are eligible for vocational rehabilitation and vocational education services. Consequently, students are being placed in the least restrictive vocational setting and many are being mainstreamed into regular vocational classrooms and shops. As a result, educators have expressed a need for assistance in areas such as diagnostic evaluation, vocational assessment, instructional and curricular modification, and inservice education to provide vocational personnel with the necessary skills for working with students with exceptional needs. The special educator can help in this process on the campus and in the district by assessing needs and developing an Action Plan with appropriate personnel. Cooperative planning is needed to move toward the goal of mainstreaming in vocational education.

There are three general types of job-related instruction for students with exceptional needs. These are: (1) vocational education (e.g., shop and business classes), (2) class-related instruction (instruction by the work experience education coordinator for students enrolled and working), (3) special class instruction (instruction by the special education teacher for students enrolled in special day class programs or resource specialist programs).

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

MATERIALS

TEXT

Vocational education and special education classes can be designed to lead up and then support work-training and job placement. Students that become enrolled in WEE are required by law to complete class-related instruction taught by the work experience coordinator. The State Department of Vocational Education has just completed a curriculum handbook for work experience education. Some special education students cannot manage regular WEE class-related instruction. During the individualized education program (IEP) planning process, classroom barriers can be identified and perhaps accommodated through special materials, devices, or supportive personnel.

For secondary pupils, AB 1870 requires "specially designed vocational education and career development" units in the curriculum. WEE placement is not mandated but is vital to successful employment for the vast majority of persons with exceptional needs.

The WEE Coordinator is a member of the IEP team. Prior to entry into the WEE program, the WEE Coordinator should assess the student and prepare the results and recommendations for the team meeting. If the student is currently enrolled in work experience, it is the WEE Coordinator's responsibility to report on progress.

Handout X-A-3
Puzzled About Educating Special Needs Students?
Handout X-A-4
1982 Vocational Materials
Handout X-A-5
A Slice of Life
Handout X-A-6
Project WORTH
Handout X-A-7
Whatever it Takes

Numerous materials are available to teachers to teach work experience and vocational education. Commercial packages and locally developed materials abound. The budget, a teacher's imagination, the cooperative effort of the WEE Coordinator and teacher, administrative support, parent participation, and utilizing a relevant curriculum are the parameters of what can be done to meet the needs of the students.

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

MATERIALS

Handout X-A-8
Reference List: Vocational Education, Career Education, Special Education

TEXT

Curriculum can be planned by analyzing results of pre-vocational and vocational assessment data. The secondary curriculum would facilitate the student's vocational exploration and career decision making. Curriculum clusters will include: personal social skills, daily living skills, occupational information, onsite work study, career education topics, basic skills training, and vocational education training. The work experience education coordinator would share types of jobs available to the special education staff. Field trips to those sites, job task samples, films, and follow-up on assessment results in the classroom can all lead to insuring success of the student on the job. Class-related instruction must accompany the work experience placement. This can be handled in a variety of ways, depending on the student's needs: in a regular work experience class with curricular modification, or in the special class setting. The teacher must be aware of the demands of the regular class-related instruction performed by the WEE Coordinator and make arrangements for each student, before they are enrolled in work experience.

The career education and pre-vocational curriculum needs to be sequential and developmental throughout the student's schooling. Special Education staff meetings, the IEP process, and district planning must lead to a well-defined and coordinated program to succeed in establishing this continuum.

CURRICULUM SUPPORTING WORK EXPERIENCE EDUCATION

MATERIALS

TEXT

Human resources should not be overlooked by the special educator or work experience education coordinator. Membership in organizations like the Council for Exceptional Children and the California Association of Work Experience Educators can bring a wealth of information to the professional. Work experience educators need to keep a current network of individuals that have expertise in the many areas affecting the success of their programs.

The following are some resource centers for curriculum retrieval. Their addresses appear in Appendix K of the "Issues" paper.

Handout X-A-9
California Career Education Dissemination Center

Handout X-A-10
V.O.I.C.E.

1. San Mateo Information Retrieval Center (SMERC)
2. Exemplary Programs Replication Unit, California State Department of Education
3. California Career Education Dissemination Center
4. Vocational and Occupational Information Center for Educators in California (VOICE)
5. Special Education Resource Network (SERN)
6. Educational Retrieval Information Center (ERIC)

COMMUNITY ACTION

OUTCOMES:

Participants will assess the adequacy of the resource linkage between the school and the community.

Participants will increase their knowledge of four areas of community support.

Participants will identify and inventory community resources.

SUGGESTED LEAD TRAINER: Work Experience Education Coordinator

STRATEGIES:

The key points included in the topic, "Community Action" are:

- Four areas of community resources
  - Federal and State Agencies
  - Business, Industry, and Labor Organizations
  - Community Organizations and Agencies
  - Citizen and Special Interest Group Services
- Community Barriers

Training strategies which can be used separately or in combination to cover these key points include:

Strategy A:	Presentation - Community Action
Strategy B:	Learn and Practice Opportunity: "Inventory of School/ District Support and Service to Vocational Education of the Handicapped"
Strategy C:	Learn and Practice Opportunity: "Identify and Inventory Community Resources for Work Experience Education

COMMUNITY ACTION

STRATEGY A: Presentation

PROCESS:

1. Trainer reviews information provided in Key Concepts and develops a presentation using the overhead transparency provided.

2. Throughout the presentation, participants are encouraged to identify the agencies that have assisted them in providing services to students.

3. Trainer can list these additional agencies on O.H. XI-A.

MATERIALS:

- Key Concepts
- Overhead Transparency

  Community Resources and the Special Needs Learner - O.H. XI-A

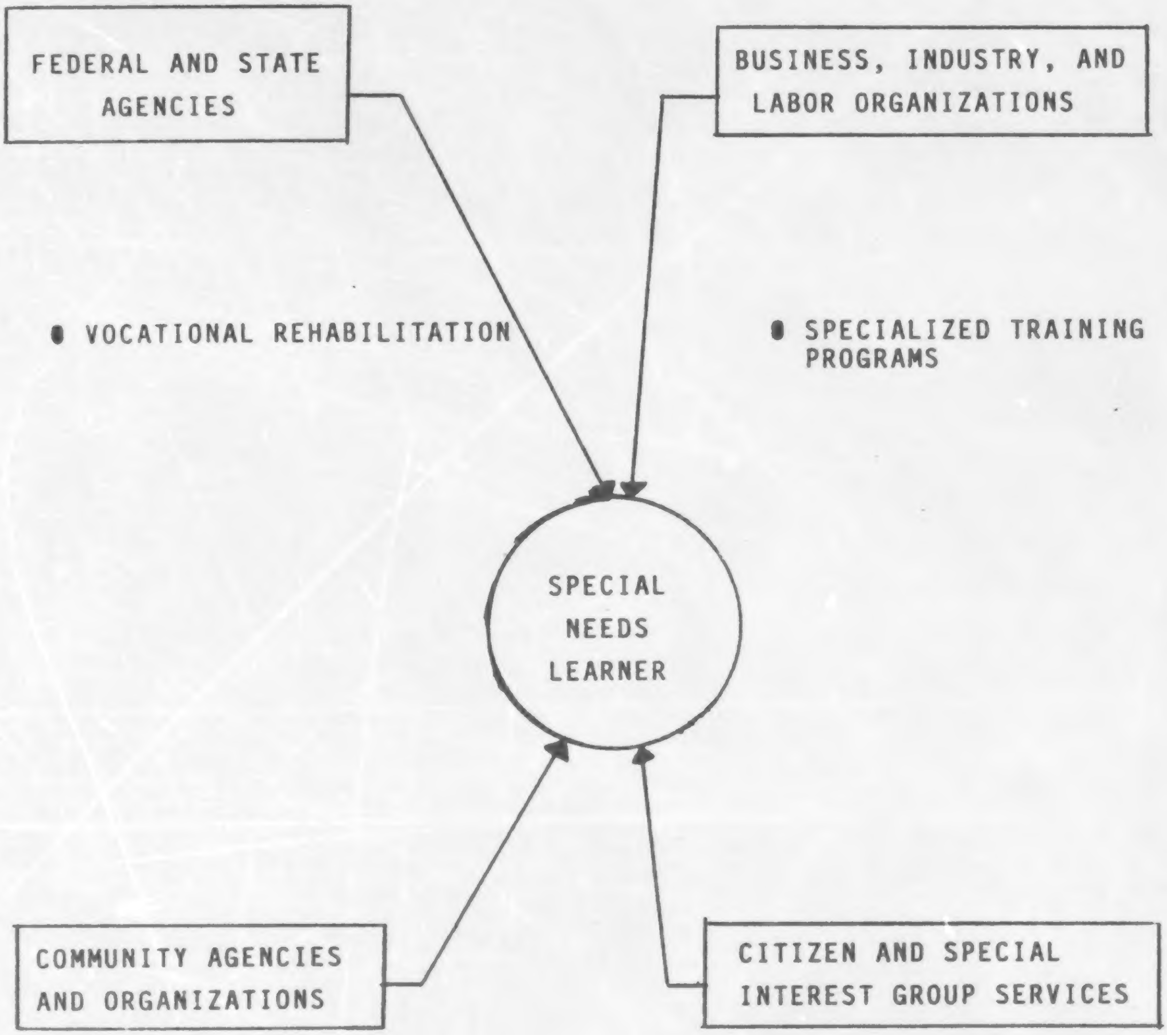
- Resource Handouts

  Information Directory to Services within the Departments of Education and Rehabilitation - H.O. XI-A

TIME: 15-20 minutes.

O.H. XI-A

COMMUNITY RESOURCES AND THE SPECIAL NEEDS LEARNER



FEDERAL AND STATE AGENCIES

BUSINESS, INDUSTRY, AND LABOR ORGANIZATIONS

SPECIAL NEEDS LEARNER

COMMUNITY AGENCIES AND ORGANIZATIONS

CITIZEN AND SPECIAL INTEREST GROUP SERVICES

- VOCATIONAL REHABILITATION
- SPECIALIZED TRAINING PROGRAMS
- CHAMBER OF COMMERCE
- SPECIAL FINANCIAL ASSISTANCE

Career-Vocational Education for Special Needs Students; Tulare Department of Education, Education Building, County Civic Center, Visalia, California

COMMUNITY ACTION

STRATEGY B: Learn and Practice Opportunity: Inventory of School/District/ College Support and Service for Students with Exceptional Needs

PROCESS:

1. Trainer introduces the activity by stating:
   "Planning and programming must be designed to enable students to achieve vocational objectives that would, without such assistance, be beyond their reach. In order to ascertain existing support and service to work experience education for students with exceptional needs, we would like you to complete the "Inventory of School/ District/College Support and Service to Vocational Education for the Handicapped."

2. Trainer explains the form and asks participants to complete the form as a team representing work experience education and special education.

3. Trainer distributes the inventory and asks participants to complete as many of the items as they can in 15 minutes.

4. Once the participants have completed the activity, the trainer tells participants that the information that they have not completed can be used to identify areas of need. Steps needed to complete and more effectively use these resources can be outlined during the Action Plan session.

MATERIALS:

- Copies of the worksheet, "Inventory of School/District Support and Services to Vocational Education of Handicapped Students" - H.O. XI-B

TIME: 20 minutes.

INVENTORY OF SCHOOL/DISTRICT/COLLEGE SUPPORT AND SERVICE* TO VOCATIONAL EDUCATION FOR THE HANDICAPPED

Name of person submitting inventory   Title or position

School/college   District

Address   Zip   ( ) Telephone

( ) This inventory was compiled by an individual ______________________________

( ) This inventory was compiled by a *committee or team made up of representatives of vocational education* ( ) administrator, director, ( ) supervisor, ( ) counselor, ( ) teacher, ( ) resource person, and *special education* ( ) administrator, director, ( ) supervisor, ( ) counselor, ( ) teacher, ( ) resource person, and ( ) others ______________________________.

Date

A. COMMUNITY	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. The community is aware and supportive of vocational education for the handicapped in this school/district.			
2. The community has already removed or is working to remove physical barriers for the handicapped.			
3. The community has been surveyed as to the location and identification of handicapped individuals of school age.			
4. The community is given the opportunity, by the school board, to review periodically the vocational education program for the handicapped.			
5. The school/district provides vocational programs and services to the handicapped students from other school districts within the community.			
6. Community groups such as Lions, Kiwanis, Altrusa, Seroptimists, and other service clubs and religious organizations are active in providing service to the handicapped in the community.			

COMMENTS

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*Vocational Education: An Action Plan for Serving Handicapped Students; Chris Almeida, Consultant, California State Department of Education, c1981.

B. SCHOOL/COMMUNITY RELATIONS	MORE THAN ADEQUATE	ADEQUATE	INADEQUATE
1. The news media is involved with the school/district in the area of school/community relations, including coverage of vocational programs for handicapped students.			
2. Positive efforts are maintained by the school/district to inform the community of the vocational programs for the handicapped through open meetings and reports.			
3. Regular contacts with community employers and agencies are maintained to provide liaison and information.			
4. Campus tours of vocational education programs, including activities of handicapped students, are scheduled on a regular basis as well as on a request basis.			
5. School/district representatives make presentations at service clubs, special-interest groups, and other community groups and organizations.			
6. Publications and reports on vocational programs for the handicapped are made available to the community.			
7. School/district representatives regularly contact business and industry leaders to inform them of the vocational program for the handicapped and identify employment potential.			
8. An established procedure is used to disseminate information about the achievements and merits of the vocational programs for the handicapped to students, parents, faculty, and the community.			

COMMENTS

Form [illegible]

COMMUNITY ACTION

STRATEGY C: Learn and Practice Opportunity: Identify and Inventory Community Resources for Work Experience Education

PROCESS:

1. Trainer introduces the activity by stating:
   "Effective management of community resources is a key to success in a work experience education community action program. The work experience, special education team should have the names, addresses, functions, and persons responsible for community support groups. This team needs to also designate the person responsible for outside contacts, the frequency of the contact, and the purpose of such. We would like you as a team to spend the next 20 minutes finding some of this information and completing an inventory of community support groups."

2. Trainer distributes the "Community Resource Inventory for Work Experience Education" and asks coordinator/special education team to complete the inventory using the telephone book, Chamber of Commerce Directory, and their own memory.

   NOTE: Time limit 20 minutes.

   Trainer should mention that this inventory is only one method for recording this information. Participants are encouraged to describe other systems during the debriefing. Participants will probably not be able to finish completing the inventory in the time allotted.

3. Once participants have completed the activity, the trainer mentions the different ways that the information collected in the inventory can be used, e.g., mailings, public relations listings, resource to parents, invitation list, etc.

4. Trainer asks participants to describe any system they have developed to identify and record community resources.

MATERIALS:

- Copies of Worksheet, "Community Resource Inventory for Work Experience Education" - H.O. XI-C

COMMUNITY ACTION

- *Telephone Book - yellow pages (optional)
- *Chamber of Commerce Directory (optional)
- * Participants can be asked to bring these to the training. The trainer should have extras on hand.

TIME: 20-30 minutes.

COMMUNITY RESOURCE INVENTORY FOR WORK EXPERIENCE EDUCATION

Resource Category	Resource Contact Person	Title or Responsibility	Location and Phone	Description of Specific Resource or Service
I. Governmental				
Department of Rehabilitation-District Office				
Regional Center for the Developmentally Disabled				
Comprehensive Employment Training Act				
County Department of Social Services				
Community College(s)				
Adult Education District(s)				
Social Security Administration				
Department of Motor Vehicles				
Bureau of Indian Affairs				
Mental Health Agencies				

Resource Category	Resource Contact Person	Title of Responsibility	Location and Phone	Description of Specific Resource or Service
Sheltered Workshops				
Planned Parenthood				
Welfare Office				
Others				
II. Community Service Organizations				
YMCA				
YWCA				
Red Cross				
Salvation Army				
Others				
III. Civic Clubs				
Chamber of Commerce				
Jaycees				
Rotary Club				
Kiwanis				
Civitan				
Elks				
Lions				

Resource Category	Resource Contact Person	Title of Responsibility	Location and Phone	Description of Specific Resource or Service
Knights of Columbus				
Optimists				
Soroptimists				
Others				

*Adapted from Career Exploration and Preparation for the Special Needs Learner.
L. Allen Phelps and Ronald J. Lutz; Allen & Bacon, Inc., Boston, c1977. p. 143.

COMMUNITY ACTION

MATERIALS

TEXT

Overhead XI-A

A student with exceptional needs often requires the support of four areas of community resources:

1. Federal and State Agencies.
2. Business, Industry, and Labor Organizations.
3. Community Agencies and Organizations.
4. Citizen and Special Interest Group Services.

In meeting the needs of students, the coordinator should begin by identifying all of the agencies that can provide some help. Besides the services listed in the overhead, the coordinator should not overlook the school district special education office and its counterpart at the county and state levels.

Some agencies are perceived as being of a greater or lesser help, depending upon local public relations and perceived roles. A fatalistic attitude is often taken toward those agencies "traditionally" offering little or no help to students with exceptional needs. Well coordinated action plans to resolve barriers can be implemented to bridge the gap of what is appropriate and what is available to meet the needs of students.

Once the appropriate agencies have been identified, the coordinator should seek help from counselors, special education teachers, parents, county vocational education people, and advisory committee members in organizing and maintaining a strong and continuing program for students with exceptional needs. Liaison responsibilities need to be spelled out and, if need be, interagency agreements drawn up.

Handout XI-A

ACTION PLAN

OUTCOME:

Participants will formulate an Action Plan to be implemented in the school or community setting as a Work Experience Education Coordinator/ Special Educator Team.

SUGGESTED LEAD TRAINER: Special Education Trainer

STRATEGIES:

The key points of the training session are reviewed by the trainer. The trainer assists the participants to decide which learnings or skills they will implement to improve work experience education for students with exceptional needs.

A training strategy which can be used to present the key points includes:

Strategy A: Presentation with a Small Group Activity

ACTION PLAN

STRATEGY A: Presentation with a Small Group Activity

PROCESS:

1. The trainer reviews the Key Concepts, develops, and presents the barriers to training and employment for students with exceptional needs.
2. During the presentation, the trainer explains and lists examples of barriers on O.H. XII-A-1.
3. The trainer introduces the Action Plan Activity by stating: "Each school team will now have an opportunity to plan and design the actions you will take to better serve students with exceptional needs in work experience education. The ideas generated in this discussion, and in previous discussions and activities can serve as the basis of an Action Plan."
4. The trainer asks teams to decide which learnings or skills they will implement to improve work experience education.
5. The trainer, using O.H. XII-A-2 Action Plan, describes how to complete the Action Plan.
6. Trainer tells participants they have 40 minutes to complete the activity.
7. Trainer distributes copies of the Action Plan, H.O. XII-A.

NOTE: The Action Plan is printed on NCR paper so that the training team can also keep a copy of the completed plan. The trainer informs participants that they will turn one copy of the Action Plan in to the trainer and that they will keep a copy.

8. Once teams have completed the Action Plan, the trainer collects copies of the Plan. The trainer informs teams that they will respond to requests for additional services/resources within the next two-three weeks.

ACTION PLAN

MATERIALS:

- Key Concepts
- Overhead Transparencies

  Barriers to Training and Employment - O.H. XII-A-1
  Action Plan - O.H. XII-A-2
- Handouts

  Action Plan - H.O. XII-A

TIME: 50-60 minutes.

BARRIERS CURRENTLY FACING STUDENTS WITH EXCEPTIONAL NEEDS AS THEY TRY TO FIND EMPLOYMENT

BARRIER 1 ATTITUDES

BARRIER 2 COMMUNICATION

BARRIER 3 ENVIRONMENT

BARRIER 4 SKILLS

Adapted from Vocational Opportunities; Cook.Dahl.Gale,Olympus Publishing, 1978.

THE ACTION PLAN
FOR BETTER SERVICE
WORK EXPERIENCE EDUCATION FOR STUDENTS WITH EXCEPTIONAL NEEDS

AREA	I. OBJECTIVE	II. STEPS	III. PERSON(S) RESPONSIBLE	IV. TIMELINE

O.H. XIII-A-2

THE ACTION PLAN
FOR BETTER SERVICE
WORK EXPERIENCE EDUCATION FOR STUDENTS WITH EXCEPTIONAL NEEDS

Area	I. Objective	II. Steps	III. Person(s) Responsible	IV. Time Line

ACTION PLAN

Area	I. Objective	II. Steps	III. Person(s) Responsible	IV. Time Line

WHAT ADDITIONAL SERVICES/RESOURCES CAN THE PRESENTORS PROVIDE TO HELP YOU IMPLEMENT THIS ACTION PLAN?

NAME

INSTITUTION

PHONE

ACTION PLAN

MATERIALS

TEXT

Introduction

Many segments of American society do not receive the benefits to which they are entitled. There are expanded efforts to help students with exceptional needs participate in the economic mainstream of this society. Legislation is slowly providing full civil rights, progress has been made to prepare students for gainful employment. Much more needs to be done.

In Vocational Opportunities, Cook, Dahl & Gale outline fourteen barriers to training and employment for persons with exceptional needs. These are:

Overhead XII-A-1

1.0 Attitudes
  1.1 Lack of knowledge regarding consequences of hiring the disabled.
    - thinking "disability" means an across-the-board inability to perform
    - competition is OK!
    - recognize as individuals
    - no need to patronize
  1.2 Low expectancy on the part of society
    - self-fulfilling prophecy by many professionals and the community
  1.3 Low self-esteem of student
    - lack of interest in job training or possibilities
    - withdrawal from learning and working situations
    - lack of persistence in difficult tasks
    - ready discouragement
    - lack of personal planning

2.0 Communication
  2.1 Impaired ability to speak or hear
    - need for workers to talk to one another or clients
    - no speech

ACTION PLAN

MATERIALS **TEXT**

- speech that is difficult to understand
- hearing impairments

2.2 Impaired ability to read or to review one's own written work

- inability to read or prepare documents, memoranda, diagrams, and similar materials
- primarily those with visual impairments

2.3 Difficulty in using standard communications equipment

- difficulty in using telephones and typewriters

3.0 Environment

3.1 Inability to use ordinary means of transportation

- few issues as important as accessible transportation services
- transportation can make the difference between meaningful work and mere subsistence
- transportation can make the difference between sharing the community of one's friends or being isolated
- transportation directly affects one's quality of life

3.2 Inability to function in a business setting because of architectural barriers

- many physically handicapped find barriers to moving about (public and private transportation, escalators, elevators)
- difficulty in moving about in a business setting (light switches, elevator buttons, drinking fountains, bathroom layouts, stairs, desk and table layouts)

3.3 Difficulty in perceiving and responding to environmental symbols

- most work environments require workers to perceive signals, to apprehend their significance and to behave appropriately on the basis of these signals (e.g., guages, rulers, meters, warning lights, buzzers, guiding a board through a saw)

ACTION PLAN

MATERIALS **TEXT**

3.4 Difficulty in using objects in the work environment

- many objects and pieces of equipment can interfere with job performance (e.g., difficult to reach, difficult to operate, easy to damage)

4.0 Skills

4.1 Lack of independent living skills

- need to maintain out of a sheltered environment (e.g., self-bathing, using the toilet, clothing oneself, cooking, maintaining a household, taking care of emergencies, handling medical problems, handling money, caring for recreational needs, participating in a family)
- need for special training with mobility aids and prosthetic devices

4.2 Lack of basic education skills

- education operates so that those who learn fastest are given the most education
- it is unreasonable to expect students with exceptional needs to develop their maximum potential in less time and with less assistance than that given nonhandicapped students
- to live independently in an industrialized society requires certain basic knowledge

4.3 Lack of work adjustment attitudes, skills, and capacities

- problems are caused by students having a restricted experience caused by their special needs
- these skills include: psychosocial; physical capacities' critical performance skills; ability to adapt to changes in assignments; instructions and procedures; ability to understand conversation and instructions; work behavior and attitudes

4.4 Lack of vocational skill development

- vocational training programs vary widely in scope, methods, and extent (extent to which business, labor, and industry are involved, and the training environment)
- vocational skill is a prerequisite to job placement

ACTION PLAN

MATERIALS

Handout XII-A

Overhead XII-A-2

TEXT

Each school must establish and implement an Action Plan to better serve students with exceptional needs in work experience education. The ideas and concepts generated in this discussion, previous topics, and activities can serve as a basis to an Action Plan.